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ABSTRACT

Resulting from a survey of Pennsylvania's predominately rural 25-district Region C (Fayette, Greene, and Washington counties), this report presents findings related to each district in terms of general information (e.g., per-pupil costs), special personnel (e.g., curriculum coordinators), programs (e.g., adult education), instructional practices (e.g., grouping, scheduling), and curriculum. Information gathered from the chief school officer in each of the 25 districts of Region C is given in profile form to display those areas of operation where regional planning and implementation of special programs (Black studies, etc.) would be economically feasible. Appendix 1 contains the questionnaires utilized; Appendix 2 is a detailed explanation of the 4 graphs included in the text. (MJB)

Center for
Cooperative Research With Schools

EDO 53825

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PROJECTING AREAS OF COOPERATION

IN REGIONAL EDUCATION SERVICES

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PREFACE

The authors wish to recognize the outstanding contributions made to this study by Mr. Richard Kohr of the Pennsylvania State University in developing the procedures for statistically treating the data and carrying out this process. His efforts were a contributing factor to the success of this research project.

Acknowledgement is also in order for Mr. Vincent Yuskiewicz, graduate assistant at The Pennsylvania State University for his assistance in constructing the questionnaire.

Finally, we wish to thank all the respondents for participating in this study. By giving of their time and energy they have contributed in a major fashion to the increasing body of knowledge available on regional cooperation in education. Without their assistance this study could not have been undertaken.

This study has been made possible through a Title V ESEA grant awarded to the California Area School District by the Pennsylvania Department of Education. The survey instruments for this study were developed and distributed by the Center for Cooperative Research with Schools, The Pennsylvania State University in cooperation with the Area "C" Educational Development Center, California, Pennsylvania.

Curriculum Survey--Region C

It seems appropriate that before discussion and planning for regional cooperation can begin, an assessment should be made which will identify those potential areas of commonality already existing between adjoining school systems. Thus, the curriculum survey conducted for Region C (Washington, Greene, and Fayette Counties) has attempted to do two major things. First, an overall analysis of curriculum practices and procedures has been made for the twenty-five districts of the Region. Second, interpretations of averages for practices and procedures by WDAM and per pupil costs (PPC) have been made with suggested recommendations for a) initial and b) future regional planning for curriculum.

After a detailed analysis of the data forms collected by the Pennsylvania Department of Education, a survey instrument was developed which would elicit information beyond that gathered by the Commonwealth. The respondents to the instrument, the chief school officer in each of the twenty-five districts of Region C, were requested to respond to each item of the instrument by using one of the numbers associated with the following statements:

1. Is not in use.
2. Is planned for the future (within the next three years).
3. Is currently under study for use within a year.
4. Is used in part as local needs dictate.
5. Is used exclusively.

A copy of the instrument appears as Appendix 1 to this report. The data gathered from the instrument are reported in the following manner:

A. A regional profile is shown for each section of the survey instrument (General Information, Special Personnel, Program, Instruction, and Evaluation). The purpose of the profile is to display graphically those areas of operation where immediate and/or future regional cooperation in curriculum can take place.

B. All items of the instrument disclosing 3.5 means or higher are analyzed and discussed as they relate to initial and future regional cooperation. It was determined that if the average response did not reach at least a 3.5 level, they would tend to indicate too wide a range of diversity within the region. Average responses at this level and above would indicate at least group discussion and some use.

C. On the basis of total data collected for the region, some general recommendations are offered for future regional planning and operation.

It should be pointed out at this time that the analysis and recommendations being made for Region C on the basis of a questionnaire can only uncover what appears to be in operation at a particular time. In order to substantiate the findings suggested by the data, it would be sound practice to send in a visitation team to randomly observe practice of descriptive operation. Since this was not planned or intended for this curriculum survey, it seems appropriate to state that there may be many fine utilizational and instructional practices taking place in Region C which this report cannot take into account.

General Information

Region C is perhaps best characterized as a rural area (11 districts) with urban (1 district) and suburban (4 districts) districts. Nine (9) districts report a mixture of rural, urban, and suburban. These nine districts appear to be those whose school boundaries are not coterminous with civil boundaries. The predominant grade organization for the region is a K-6, 7-9, 10-12 distribution of administrative units. The breakdown is as follows:

K-6, 7-9, 10-12	21 districts
K-5, 6-8, 9-12	1 district
K-6, 7-12	1 district
K-7, 8-12	1 district
K-8, 9-12	1 district

Organization does not appear to present a handicap to immediate and future regional planning.

There are 2,322 non-white students enrolled in grades K-6 and 1,720 non-white students enrolled in grades 7-12. The averages per district are 116 (K-6) and 86 (9-12) with a range of 0 to 759 students within the region. The total represents 4 percent of the total student population of 90,788. Thus, the region is not representative of national statistics and any special educational program for these students (Black Studies, Afro-American Literature, etc.) could be rather expensive if planned and operated independently within districts. However, regional planning and operation of special programs via television or mobile units would be more feasible economically.

The fall report, 1968-1969, disclosed an average of 3,931 (WADM) students in the districtsof the region with a range of 1359 to 7572 (WADM). All districts appear to be large enough to participate actively in a contributary role for regional programs. If anything, the four smallest districts, three of which are located in Greene County, would stand to gain in regional planning and operation of school programs.

The per pupil costs (PPC) within the region are somewhat divergent which for the total picture of the educational program does present promise for the benefits to be gained through regional cooperation. The average per pupil cost is $461.00 with a range from a low of $401.53 to a high of $525.19. A word of caution is offered here, however. Because of the rural nature of the region and the various geographical sizes of school districts, these averages per pupil could be "clouded" with extremes in transportation and instructional costs. In addition, there is also the question of financial ability and financial effort of each school district which should be explored further before regional planning could begin.

For purposes of questionnaire analysis the WDAM and PPC were each divided into high (H), middle (M), and low (L) categories. The categories were determined on the basis of a range distribution where normal breaks appeared to occur. Thus, the number of schools for each category on the basis of the variables (WDAM and PPC) are not equal. It should also be noted that the schools classified high, middle, or low by WDAM did not fall into the same categories by PPC. There did not appear to be a relationship between per pupil costs and size of district.

The averages and categories for WDAM and PPC are as follows:

	WDAM		P.P.C	
High	6676	N = 8	$516	N = 7
Middle	3149	N = 11	$469	N = 8
Low	1707	N = 6	$418	N = 10
Average	3931	N = 25	$461	N = 25

All numbered items of the questionnaire (1-148) are reported in graph form on the basis of these two variables.

Section I Special Personnel

Following is a profile of Section I, items 1 through 9. This histogram reports averages for each of the items. As indicated earlier, only those items whose means are 3.5 or higher will be discussed.

As the profile for Section I indicates, items 1, 7, and 8 are areas where regional cooperation could help to improve situations that now exist. The data for Section I suggest that size of district (WDAM) is related to the use of full-time general directors of curriculum K-12, and utilization of paraprofessionals, especially at the elementary levels. There does not appear to be a relationship between per pupil costs and utilization of these special personnel. Since the use of paraprofessionals appears to be under consideration more at the elementary levels, this could become a priority topic for regional cooperation, especially as it would relate to recruiting, training, and use. This is not to suggest that regional cooperation could not be effective as it relates to the utilization of special curriculum personnel. Rather, it does suggest that before regional cooperation can begin in these areas, there must be personnel appointed in these kinds of positions. That is to say, there needs to be

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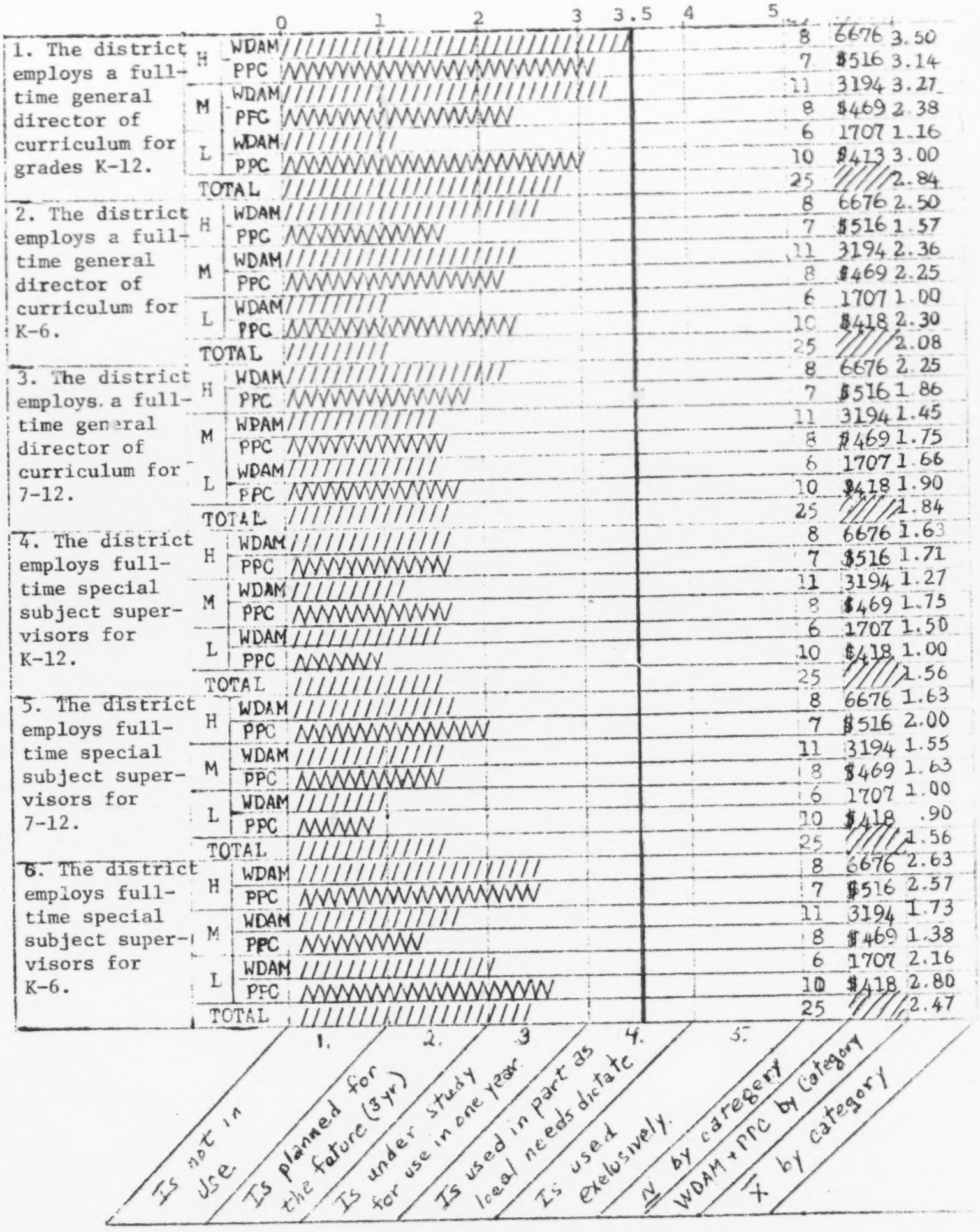
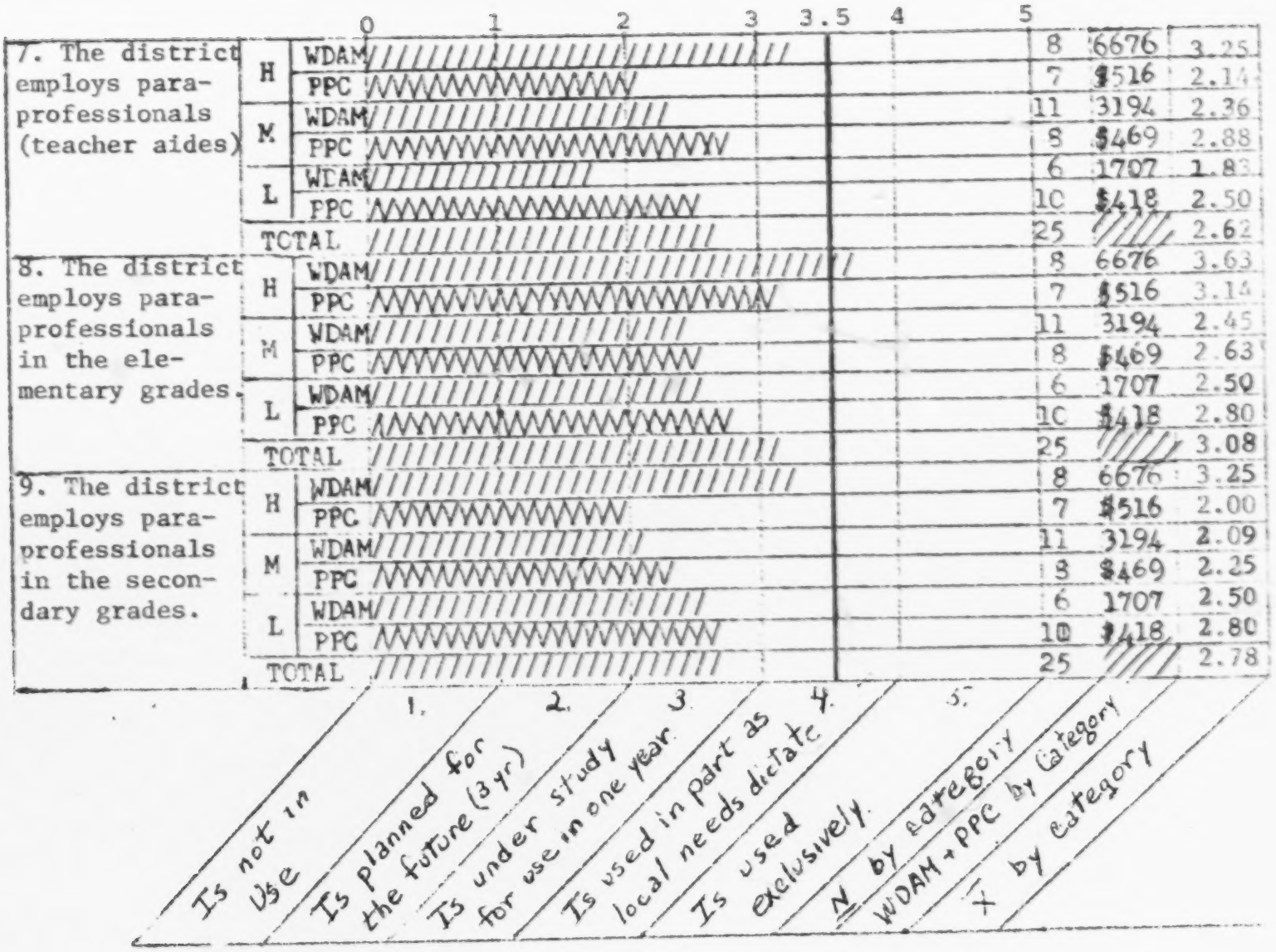

0 1 2 3 3.5 4 5
1. The district employs a full-time general director of curriculum for grades K-12.
2. The district employs a full-time general director of curriculum for K-6.
3. The district employs a full-time general director of curriculum for 7-12.
4. The district employs full-time special subject supervisors for K-12.
5. The district employs full-time special subject supervisors for 7-12.
6. The district employs full-time special subject supervisors for K-6.
H M L
WDAM PPC
TOTAL
8 6676 3.50
7 $516 3.14
11 3194 3.27
8 $469 2.38
6 1707 1.16
10 $413 3.00
25 2.84
8 6676 2.50
7 $516 1.57
11 3194 2.36
8 $469 2.25
6 1707 1.00
10 $418 2.30
25 2.08
8 6676 2.25
7 $516 1.86
11 3194 1.45
8 $469 1.75
6 1707 1.66
10 $418 1.90
25 1.84
8 6676 1.63
7 $516 1.71
11 3194 1.27
8 $469 1.75
6 1707 1.50
10 $418 1.00
25 1.56
8 6676 1.63
7 $516 2.00
11 3194 1.55
8 $469 1.63
6 1707 1.00
10 $418 .90
25 1.56
8 6676 2.63
7 $516 2.57
11 3194 1.73
8 $469 1.38
6 1707 2.16
10 $418 2.80
25 2.47
1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively.
N by category
WDAM + PPC by category
X by category

* See Appendix 2 for directions for reading graphs and charts.



job descriptions created for curriculum specialists, K-12 and these positions filled as needs of the region dictate. As to their type, training, and duties, a regional council could be established to explore the possibility of crossing district lines, pooling resources if you will, to obtain qualified competent specialists to provide these kinds of leadership services in curriculum coordination. Any future regional planning in curriculum could be spearheaded by these specialist personnel.

* See Appendix 2 for directions for reading graphs and charts.

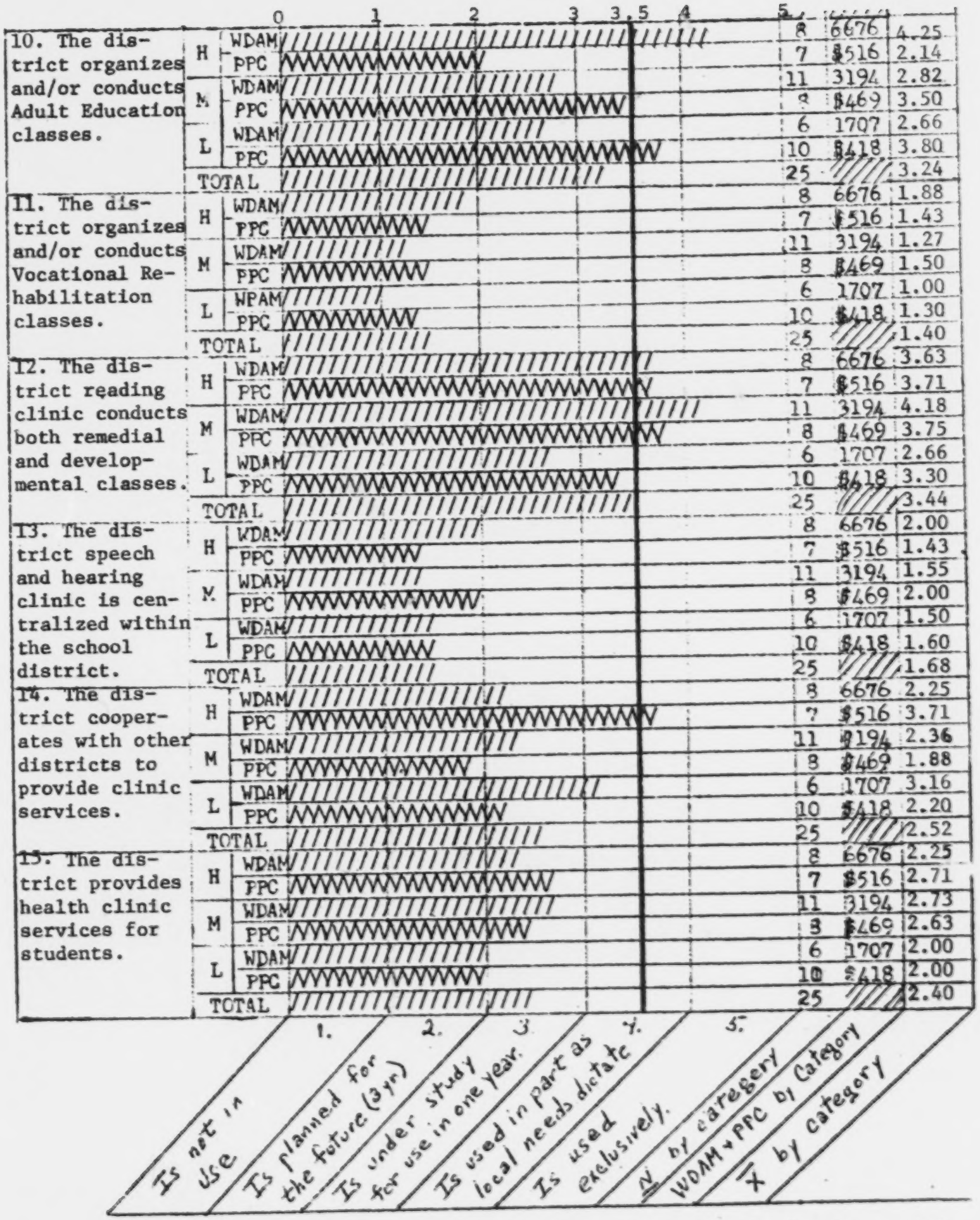
Section II Program

Section II discloses a variety of cooperative efforts already existing. It appears that the larger the district the more participation in adult education programs (Item 10). This relationship does not hold, however, when one looks at per pupil costs. Items 13, 14, 15, disclose an area where regional cooperation could bring increased special services (health) to more students. A question might be raised here with regard to health services for the schools, or lack of services, being provided by the county offices.

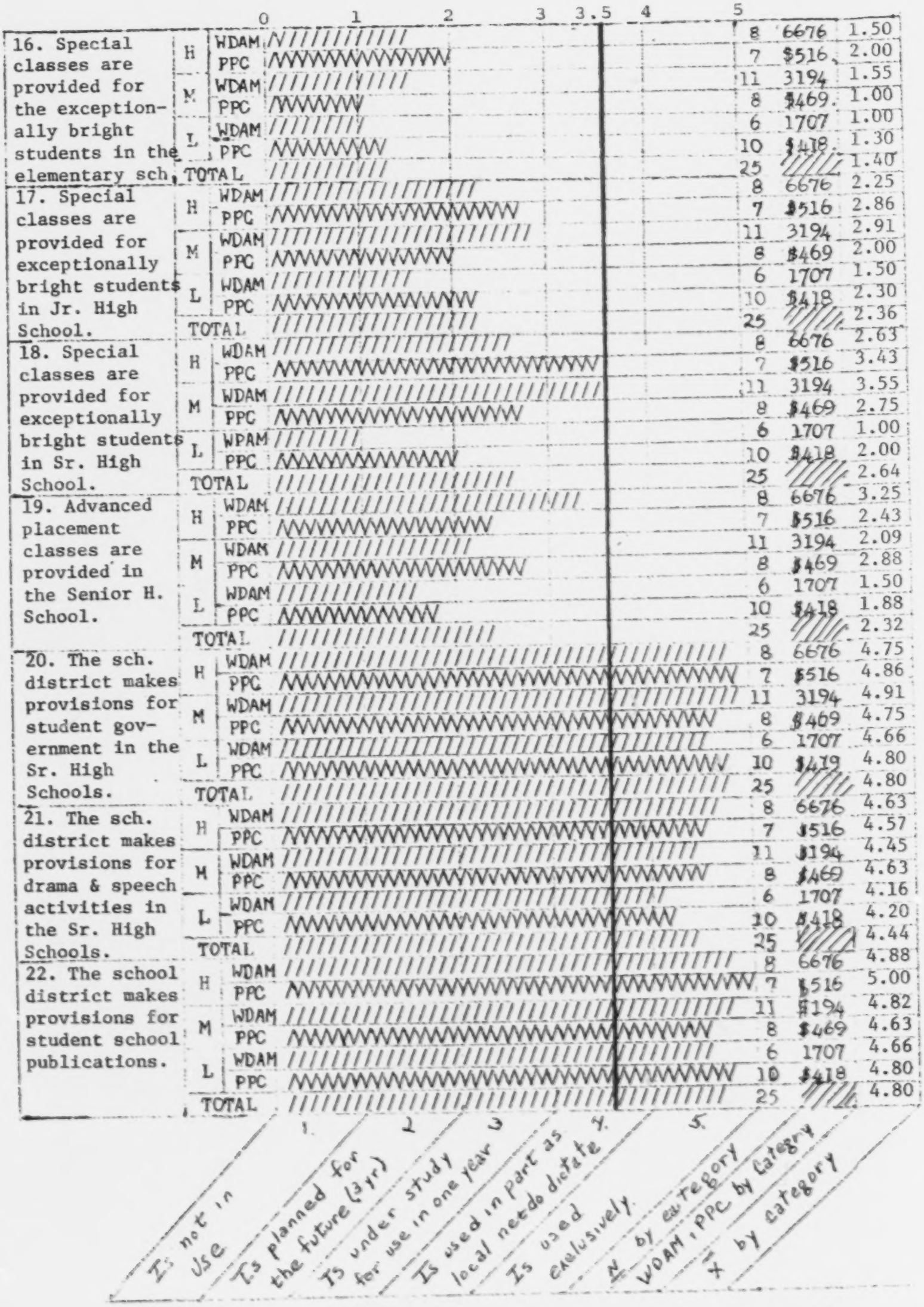
Special classes for bright students appears to be related to per pupil costs rather than size (Items 16, 17, 18), and primarily for secondary school students. The region might investigate the Illinois State program for the gifted, K-12. Items 20, 21, 22, 23, and 24 have to do with extra-curricular activities among the districts of region C. School districts within the region could begin regional exchange and coordination of activities and their operation. This could be coordinated by a regional office of curriculum activities. If the previous recommendation for regional specialists in curriculum were to be implemented, this could become one of the duties of that specialist. Student exchanges and planned workshops for teachers engaged in conducting extra-curricular activities could be accomplished at a regional level with reduced cost to participating school districts.

Item 30 discloses that excellent cooperation now exists among the districts with a regional instructional materials center. This should be continued, and again could be strengthened, if regional personnel in

SECTION II PROGRAM



* See Appendix 2 for directions for reading graphs and charts.


0 1 2 3 3.5 4 5
16. Special classes are provided for the exceptionally bright students in the elementary sch.
17. Special classes are provided for exceptionally bright students in Jr. High School.
18. Special classes are provided for exceptionally bright students in Sr. High School.
19. Advanced placement classes are provided in the Senior H. School.
20. The sch. district makes provisions for student government in the Sr. High Schools.
21. The sch. district makes provisions for drama & speech activities in the Sr. High Schools.
22. The school district makes provisions for student school publications.
H
M
L
WDAM
WPAM
PPC
TOTAL
8 6676 1.50
7 $516 2.00
11 3194 1.55
8 $469 1.00
6 1707 1.00
10 $418 1.30
25 1.40
8 6676 2.25
7 $516 2.86
11 3194 2.91
8 $469 2.00
6 1707 1.50
10 $418 2.30
25 2.36
8 6676 2.63
7 $516 3.43
11 3194 3.55
8 $469 2.75
6 1707 1.00
10 $418 2.00
25 2.64
8 6676 3.25
7 $516 2.43
11 3194 2.09
8 $469 2.88
6 1707 1.50
10 $418 1.88
25 2.32
8 6676 4.75
7 $516 4.86
11 3194 4.91
8 $469 4.75
6 1707 4.66
10 $418 4.80
25 4.80
8 6676 4.63
7 $516 4.57
11 $194 4.45
8 $469 4.63
6 1707 4.16
10 $418 4.20
25 4.44
8 6676 4.88
7 $516 5.00
11 $194 4.82
8 $469 4.63
6 1707 4.66
10 $418 4.80
25 4.80
1. Is not in Use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively
N by category
WDAM, PPC by category
X by category

* See Appendix 2 for directions for reading graphs and charts.

			0	1	2	3	3.5	4	5			
23. The school district makes provisions for club activities	H	WDAM								8	6676	4.75
		PPC								7	$516	4.14
	M	WDAM								11	3194	4.27
		PPC								8	$469	4.50
	L	WDAM								6	1707	4.16
		PPC								10	$418	4.50
	TOTAL									25		4.40
24. Extra-curricular activities are scheduled during the school day.	H	WDAM								8	6676	4.50
		PPC								7	$516	3.86
	M	WDAM								11	3194	4.09
		PPC								8	$469	4.50
	L	WDAM								6	1707	3.83
		PPC								10	$418	4.10
	TOTAL									25		4.16
25. Extra-curricular activities are scheduled after school hours.	H	WDAM								8	6676	3.25
		PPC								7	$516	3.71
	M	WDAM								11	3194	3.18
		PPC								8	$469	2.75
	L	WDAM								6	1707	3.16
		PPC								10	$418	3.20
	TOTAL									25		3.33
26. Extra-curricular activities provide exchange with other school districts.	H	WPAM								8	6676	3.00
		PPC								7	$516	3.43
	M	WDAM								11	3194	3.09
		PPC								8	$469	2.88
	L	WDAM								6	1707	3.16
		PPC								10	$418	3.00
	TOTAL									25		3.08
27. District cooperates with other community agencies to provide student activities	H	WDAM								8	6676	2.38
		PPC								7	$516	2.71
	M	WDAM								11	3194	2.00
		PPC								8	$469	1.63
	L	WDAM								6	1707	2.50
		PPC								10	$418	2.40
	TOTAL									25		2.43
28. District maintains an instructional materials center as part of the library service.	H	WDAM								8	6676	3.00
		PPC								7	$516	3.57
	M	WDAM								11	$194	2.73
		PPC								8	$469	2.25
	L	WDAM								6	1707	2.66
		PPC								10	$418	2.70
	TOTAL									25		3.04
29. District maintains a separate Instructional Materials Center.	H	WDAM								8	6676	2.50
		PPC								7	$516	2.57
	M	WDAM								11	3194	1.91
		PPC								8	$469	1.75
	L	WDAM								6	1707	1.33
		PPC								10	$418	1.70
	TOTAL									25		2.22

1. Is not in use
2. Is planned for the future (3 yr)
3. Is under steady for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively

N by category
WDAM - PPC by Category
$\bar{X}$ by category

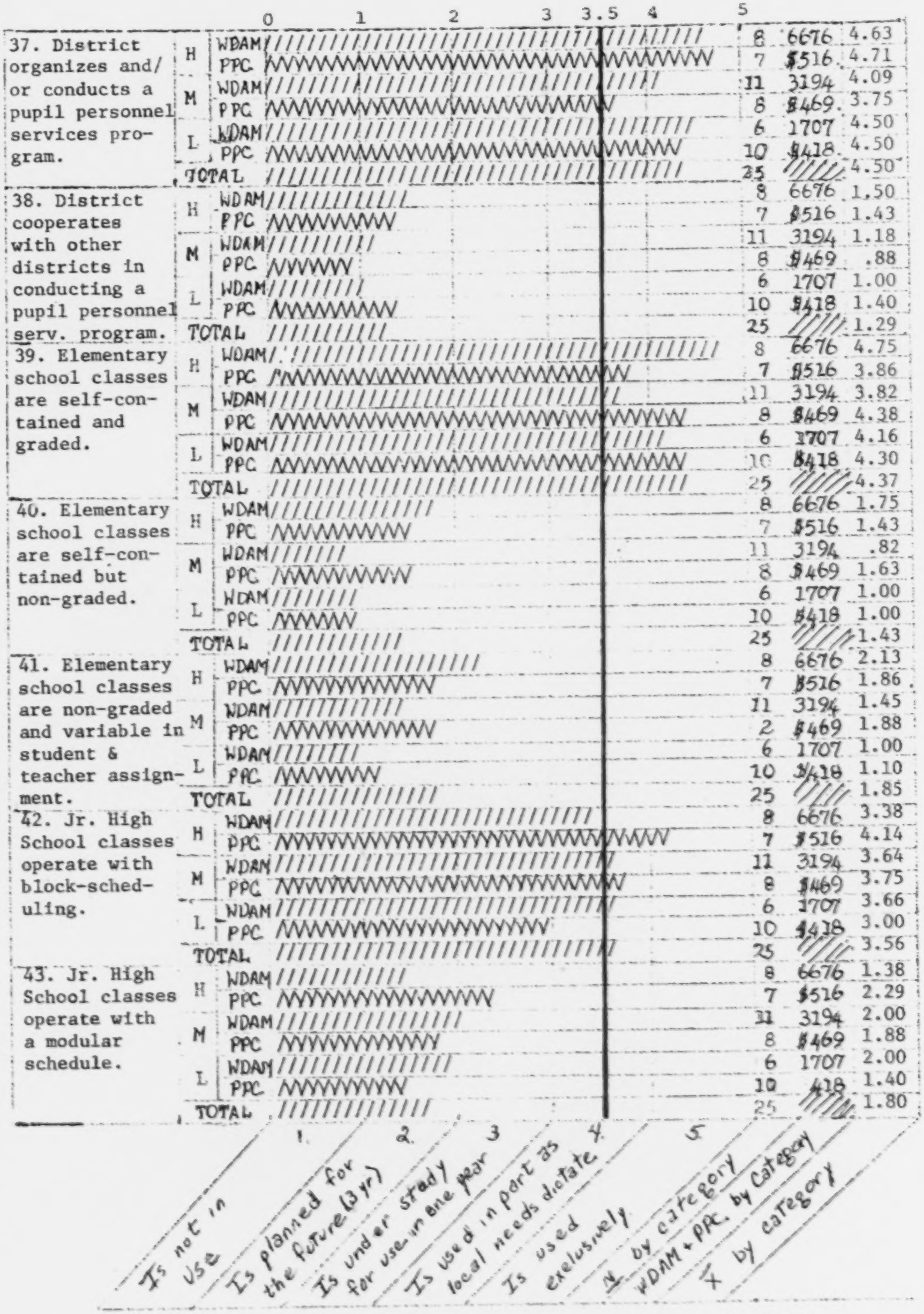
* See Appendix 2 for directions for reading graphs and charts.

			0 1 2 3 3.5 4 5			
30. District cooperates in a Regional Instructional Materials Center.	H	WDAM		8	6676	4.75
		PPC		7	$516	4.29
	M	WDAM		11	3194	4.00
		PPC		8	$469	4.13
	L	WDAM		6	1707	4.66
		PPC		10	$418	4.70
	TOTAL			25		4.58
31. District employs an audio-visual director.	H	WDAM		8	6676	3.88
		PPC		7	$516	3.29
	M	WDAM		11	3194	3.27
		PPC		8	$469	3.38
	L	WDAM		6	1707	2.00
		PPC		10	$413	2.90
	TOTAL			25		3.29
32. District cooperates in a regional council of audio-visual directors.	H	WDAM		8	6676	2.25
		PPC		7	$516	2.71
	M	WDAM		11	3194	1.91
		PPC		8	$469	1.25
	L	WDAM		6	1707	2.16
		PPC		10	$418	2.30
	TOTAL			25		2.26
33. School libraries (k-6) are open beyond the normal school hours for pupils.	H	WDAM		8	6676	1.88
		PPC		7	$516	2.14
	M	WDAM		11	3194	1.91
		PPC		8	$469	1.63
	L	WDAM		6	1707	1.50
		PPC		10	$418	1.70
	TOTAL			25		2.13
34. School libraries (7-12) are open beyond the normal school hours for pupils.	H	WDAM		8	6676	2.38
		PPC		7	$516	2.57
	M	WDAM		11	3194	2.64
		PPC		8	$469	2.13
	L	WDAM		6	1707	1.50
		PPC		10	$418	2.20
	TOTAL			25		2.37
35. School libraries are open during evening hours for adult education or regular st.use.	H	WDAM		8	6676	1.38
		PPC		7	$516	2.43
	M	WDAM		11	$194	2.45
		PPC		8	$469	1.25
	L	WDAM		6	1707	1.00
		PPC		10	$418	2.30
	TOTAL			25		1.83
36. School libraries cooperate with public libraries.	H	WDAM		8	6676	3.50
		PPC		7	$516	2.00
	M	WDAM		11	3194	2.45
		PPC		8	$469	3.00
	L	WDAM		6	1707	1.66
		PPC		10	$418	2.70
	TOTAL			25		2.70

1. Is not in use.
2. Is planned for the future (3 yrs)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively.

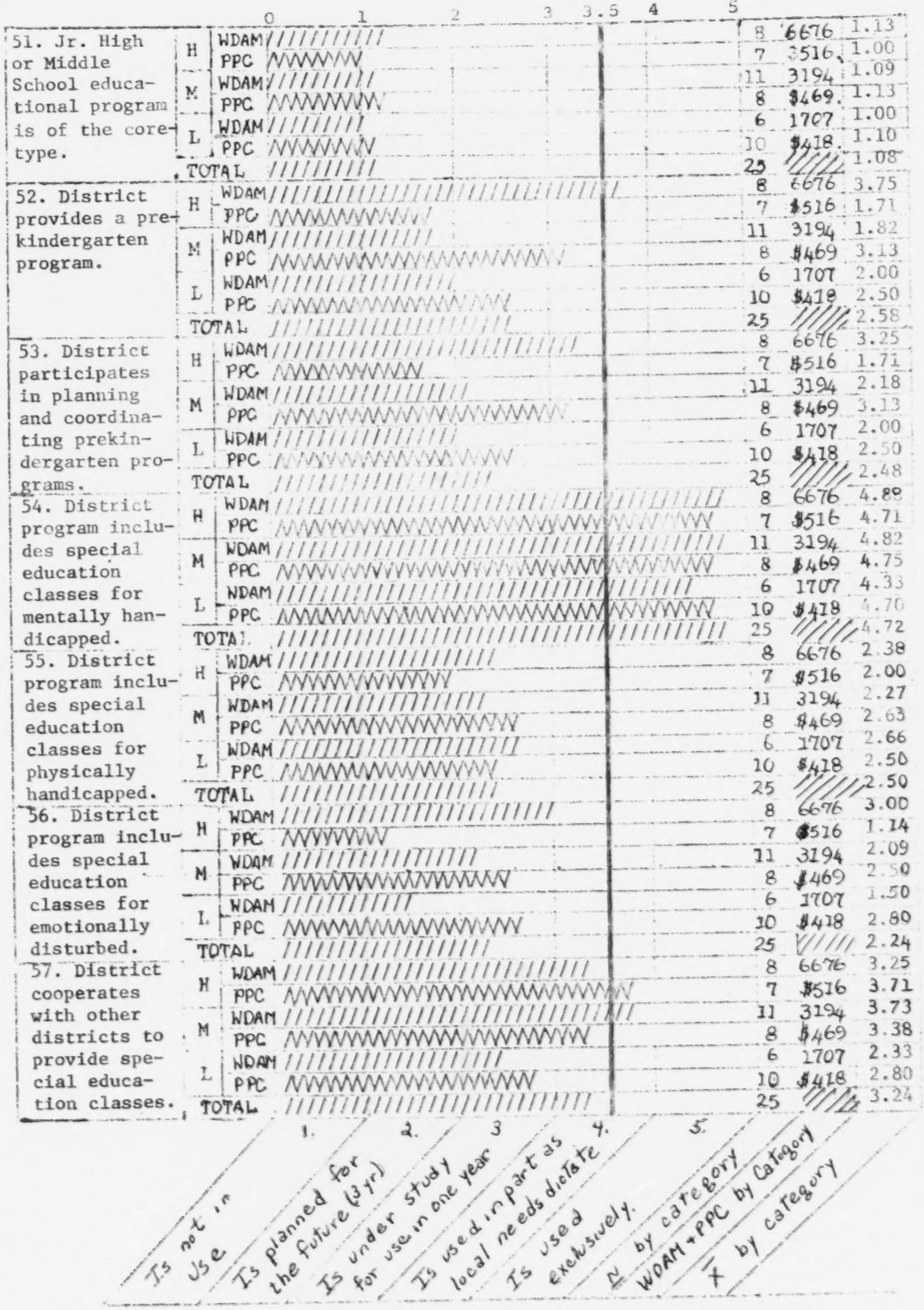
N by category
WDAM · PPC by Category
$ by category

* See Appendix 2 for directions for reading graphs and charts.


0 1 2 3 3.5 4 5
37. District organizes and/or conducts a pupil personnel services program.
H WDAM 8 6676 4.63
PPC 7 $516 4.71
M WDAM 11 3194 4.09
PPC 8 $469 3.75
L WDAM 6 1707 4.50
PPC 10 $418 4.50
TOTAL 25 4.50
38. District cooperates with other districts in conducting a pupil personnel serv. program.
H WDAM 8 6676 1.50
PPC 7 $516 1.43
M WDAM 11 3194 1.18
PPC 8 $469 .88
L WDAM 6 1707 1.00
PPC 10 $418 1.40
TOTAL 25 1.29
39. Elementary school classes are self-contained and graded.
H WDAM 8 6676 4.75
PPC 7 $516 3.86
M WDAM 11 3194 3.82
PPC 8 $469 4.38
L WDAM 6 1707 4.16
PPC 10 $418 4.30
TOTAL 25 4.37
40. Elementary school classes are self-contained but non-graded.
H WDAM 8 6676 1.75
PPC 7 $516 1.43
M WDAM 11 3194 .82
PPC 8 $469 1.63
L WDAM 6 1707 1.00
PPC 10 $418 1.00
TOTAL 25 1.43
41. Elementary school classes are non-graded and variable in student & teacher assignment.
H WDAM 8 6676 2.13
PPC 7 $516 1.86
M WDAM 11 3194 1.45
PPC 2 $469 1.88
L WDAM 6 1707 1.00
PPC 10 $418 1.10
TOTAL 25 1.85
42. Jr. High School classes operate with block-scheduling.
H WDAM 8 6676 3.38
PPC 7 $516 4.14
M WDAM 11 3194 3.64
PPC 8 $469 3.75
L WDAM 6 1707 3.66
PPC 10 $418 3.00
TOTAL 25 3.56
43. Jr. High School classes operate with a modular schedule.
H WDAM 8 6676 1.38
PPC 7 $516 2.29
M WDAM 11 3194 2.00
PPC 8 $469 1.88
L WDAM 6 1707 2.00
PPC 10 $418 1.40
TOTAL 25 1.80
1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively
N by category
WDAM + PPC by Category
X by category

* See Appendix 2 for directions for reading graphs and charts.

			0	1	2	3	3.5	4	5			
44. Jr. High School classes operate with a fixed schedule of 6-8+ periods per day.	H	WDAM	/////////////



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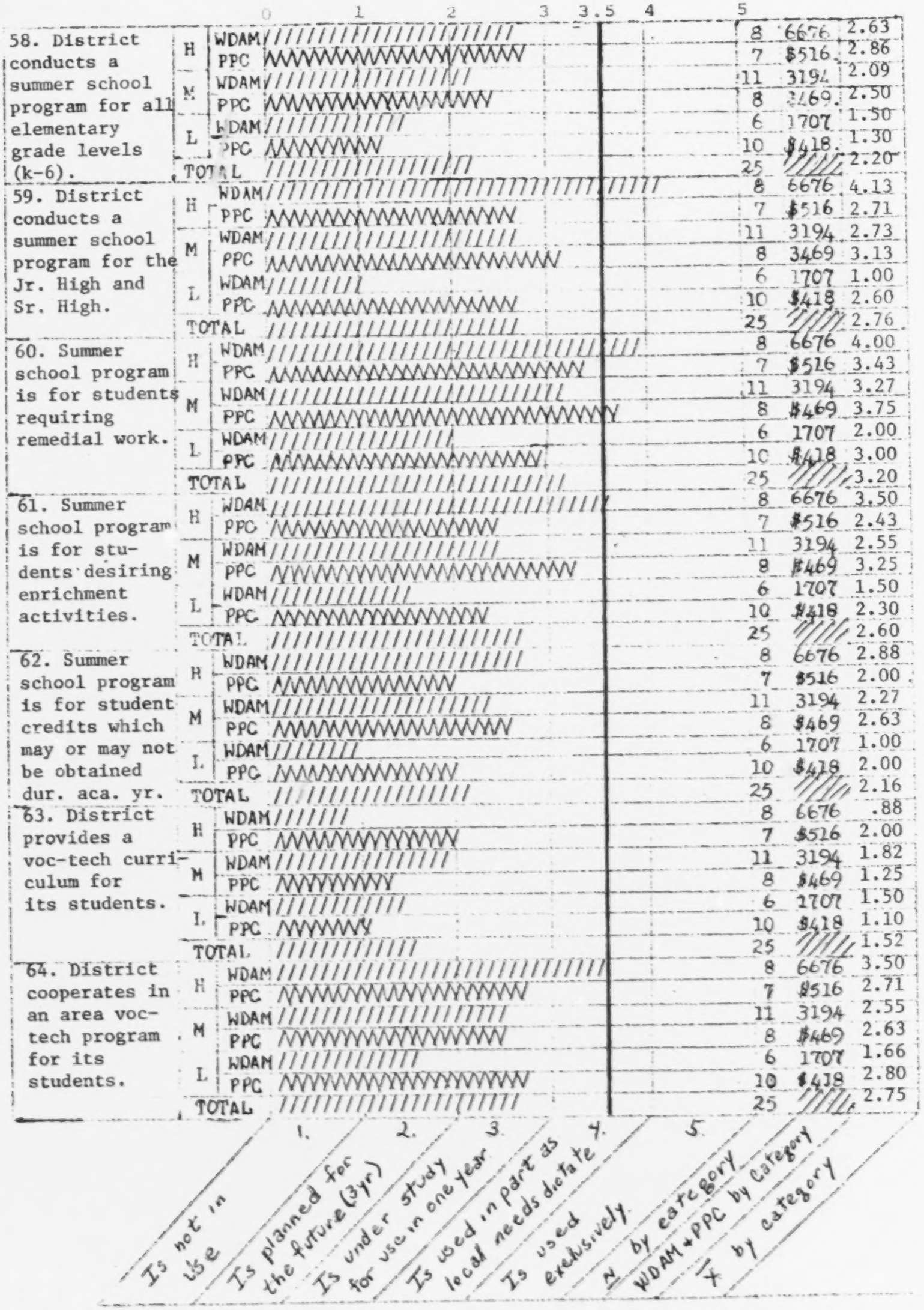
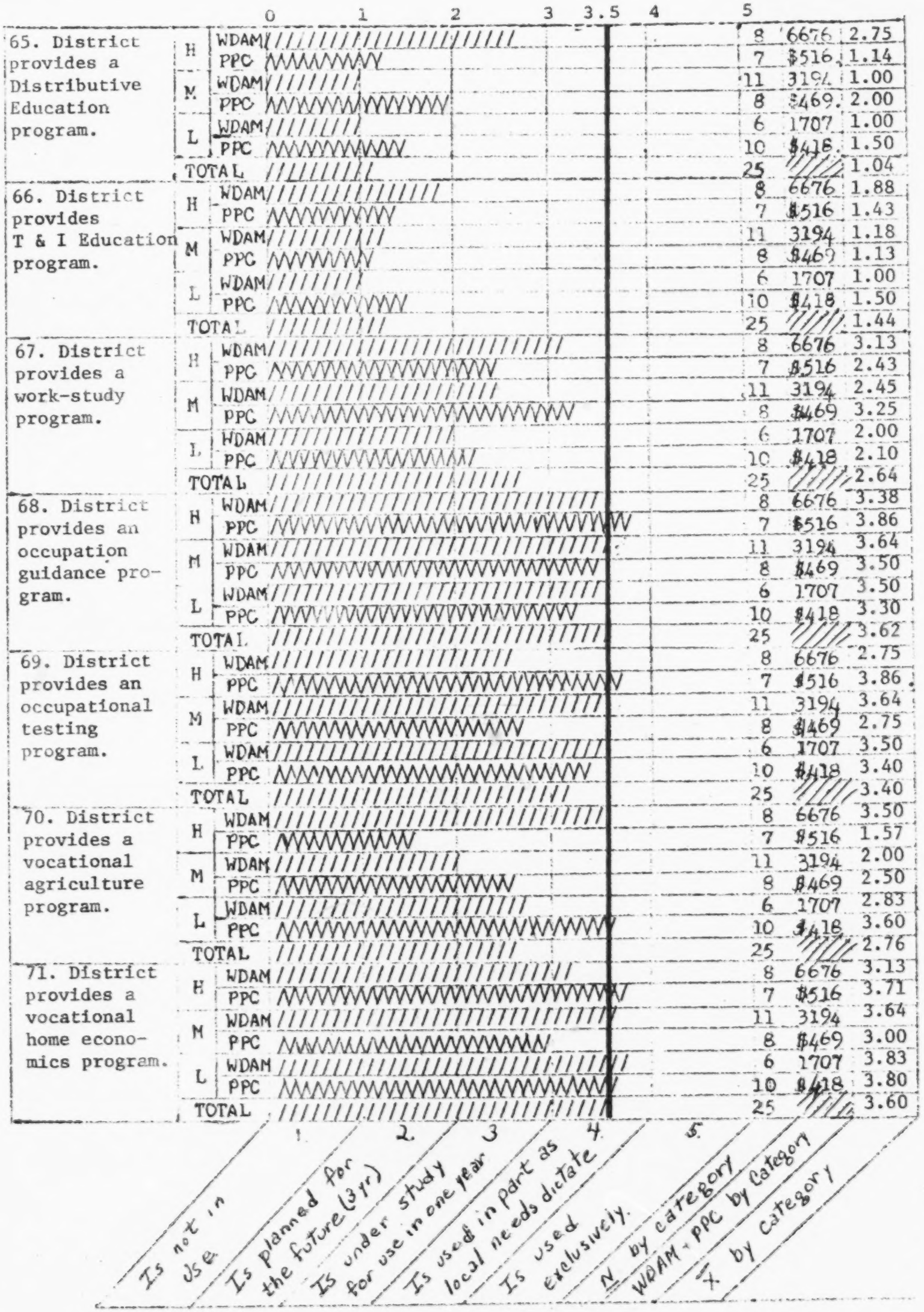

0 1 2 3 3.5 4 5
58. District conducts a summer school program for all elementary grade levels (k-6).
59. District conducts a summer school program for the Jr. High and Sr. High.
60. Summer school program is for students requiring remedial work.
61. Summer school program is for students desiring enrichment activities.
62. Summer school program is for student credits which may or may not be obtained dur. aca. yr.
63. District provides a voc-tech curriculum for its students.
64. District cooperates in an area voc-tech program for its students.
H
M
L
TOTAL
WDAM
PPC
8 6676 2.63
7 $516 2.86
11 3194 2.09
8 3469 2.50
6 1707 1.50
10 $418 1.30
25 2.20
8 6676 4.13
7 $516 2.71
11 3194 2.73
8 3469 3.13
6 1707 1.00
10 $418 2.60
25 2.76
8 6676 4.00
7 $516 3.43
11 3194 3.27
8 $469 3.75
6 1707 2.00
10 $418 3.00
25 3.20
8 6676 3.50
7 $516 2.43
11 3194 2.55
8 $469 3.25
6 1707 1.50
10 $418 2.30
25 2.60
8 6676 2.88
7 $516 2.00
11 3194 2.27
8 $469 2.63
6 1707 1.00
10 $418 2.00
25 2.16
8 6676 .88
7 $516 2.00
11 3194 1.82
8 $469 1.25
6 1707 1.50
10 $418 1.10
25 1.52
8 6676 3.50
7 $516 2.71
11 3194 2.55
8 $469 2.63
6 1707 1.66
10 $418 2.80
25 2.75
1. Is not in use
2. Is planned for the future (3yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively
N by category
WDAM + PPC by category
X by category

* See Appendix 2 for directions for reading graphs and charts.



* See Appendix 2 for directions for reading graphs and charts.

curriculum were enlisted and supported by the participating school districts. This could become an excellent resource area for regional curriculum workshops, sponsored by the region and aided by specialists from colleges and universities in the area.

The extension of library use and coordination with public libraries are two areas that could be improved through regional cooperation. Cooperative efforts could open city and school libraries to rural youngsters. Since most public libraries are located in urban or urban-type areas, few rural students use them. Rural youngsters could be accommodated by use of regional mobile units cooperating with the districts of the region.

Item 37 suggests extensive use of pupil personnel services within each district. Since item 38 suggests little if any cooperation between school districts in the area of pupil personnel services, it would behoove the region to explore the possibilities of cooperation here. This could begin with the use of a data processing center which could keep pupil records up to date, provide accurate and current occupational information service, and provide assistance for the testing programs by establishing local names for the region. Since there is evidence of extensive use of guidance personnel within the districts, regional planning should be established which would provide concerted efforts on the part of all guidance personnel within Greene, Fayette, and Washington Counties.

Items 42, 44, 47 and 50 suggest the similarity of scheduling and administrative units within the region. Since these similarities do exist, it seems appropriate to suggest that regional cooperation could be employed in the use of computer services for scheduling. The establishment of a central computer center for the region would be of tremendous benefit in administration, instruction, and clerical services. It does not seem

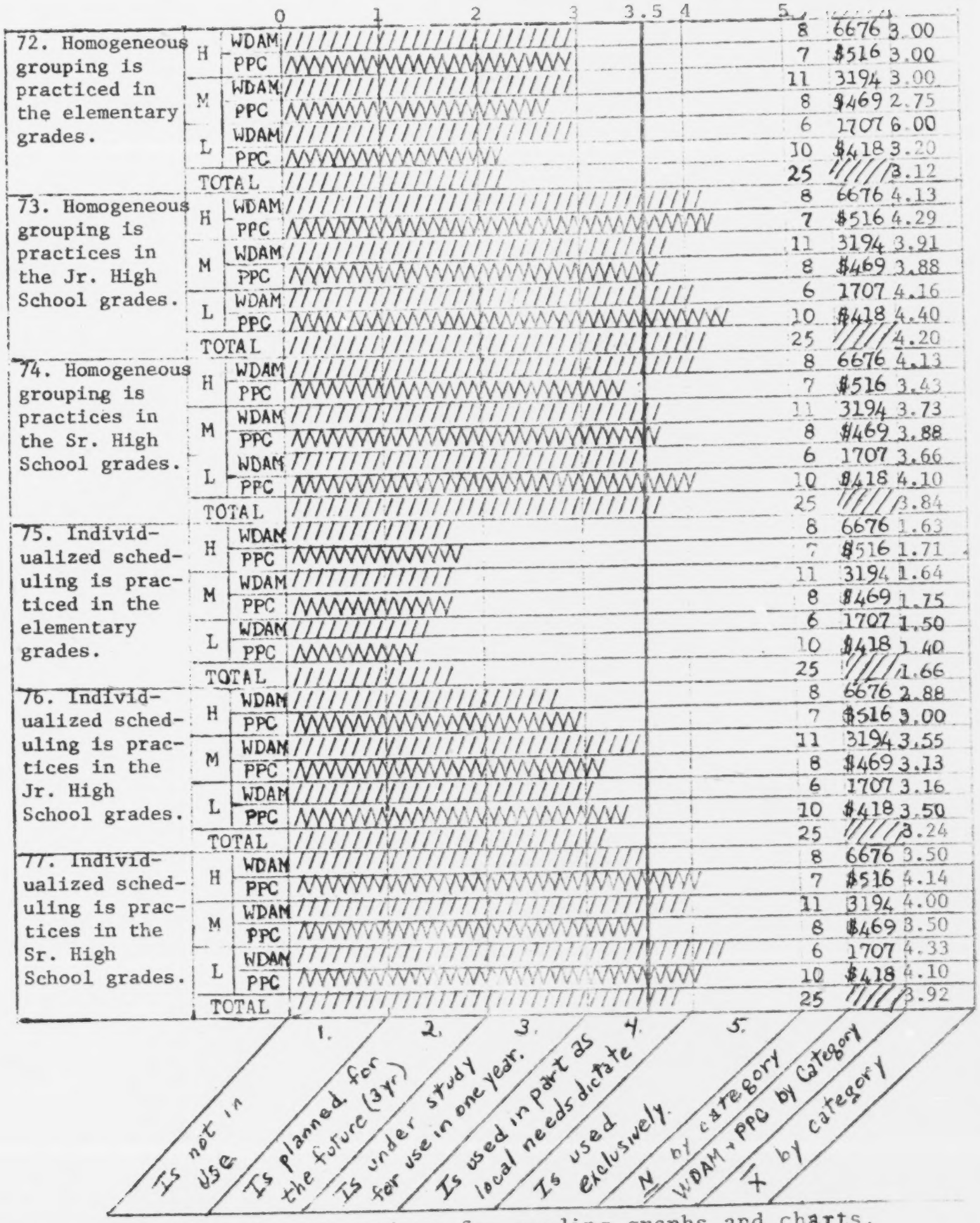
economically feasible for any one school district of the region, because of student size and costs involved, to move into the area of computer services.

All districts within the region appear to have an extensive program for the mentally handicapped. This is reflected in item 54. One notes, however, (Items 55 and 56) that there appears to be a lack of special education programs, in the region, for physically handicapped and emotionally disturbed. Again, these latter two areas of the curriculum could be provided in greater intensity through regional cooperation. The same can be said for the occupational guidance program (Item 68) and the vocational home economics program (Item 71).

Section III Instruction

Instruction is the heart of any curricular effort. For this section of the questionnaire, one conclusion seems to be apparent. There is considerable similarity among the twenty-five school districts of region C, but little if any innovation practices are occurring. Two significant points, however, should be clarified here. One, paper and pencil survey cannot detect any innovative classroom practices that may be occurring within the school districts. This type of evaluative effort needs to be done on site by trained classroom observers using reliable instruments developed for systematic observation of teaching. Second innovative organization and practices for instruction are costly in terms of materials, time, and retraining of teachers. Regional cooperation, however, could lead to more economical development of innovation in theory and practice.

SECTION III INSTRUCTION


0 1 2 3 3.5 4 5
72. Homogeneous grouping is practiced in the elementary grades.
73. Homogeneous grouping is practices in the Jr. High School grades.
74. Homogeneous grouping is practices in the Sr. High School grades.
75. Individualized scheduling is practiced in the elementary grades.
76. Individualized scheduling is practices in the Jr. High School grades.
77. Individualized scheduling is practices in the Sr. High School grades.
H WDAM 8 6676 3.00
PPC 7 $516 3.00
M WDAM 11 3194 3.00
PPC 8 $469 2.75
L WDAM 6 1707 6.00
PPC 10 $418 3.20
TOTAL 25 3.12
H WDAM 8 6676 4.13
PPC 7 $516 4.29
M WDAM 11 3194 3.91
PPC 8 $469 3.88
L WDAM 6 1707 4.16
PPC 10 $418 4.40
TOTAL 25 4.20
H WDAM 8 6676 4.13
PPC 7 $516 3.43
M WDAM 11 3194 3.73
PPC 8 $469 3.88
L WDAM 6 1707 3.66
PPC 10 $418 4.10
TOTAL 25 3.84
H WDAM 8 6676 1.63
PPC 7 $516 1.71
M WDAM 11 3194 1.64
PPC 8 $469 1.75
L WDAM 6 1707 1.50
PPC 10 $418 1.40
TOTAL 25 1.66
H WDAM 8 6676 2.88
PPC 7 $516 3.00
M WDAM 11 3194 3.55
PPC 8 $469 3.13
L WDAM 6 1707 3.16
PPC 10 $418 3.50
TOTAL 25 3.24
H WDAM 8 6676 3.50
PPC 7 $516 4.14
M WDAM 11 3194 4.00
PPC 8 $469 3.50
L WDAM 6 1707 4.33
PPC 10 $418 4.10
TOTAL 25 3.92
1. Is not in use
2. Is planned for the future (3yr)
3. Is under study for use in one year.
4. Is used in part as local needs dictate
5. Is used exclusively.
N by category
WDAM + PPC by Category
X by category

* See Appendix 2 for directions for reading graphs and charts.

			0 1 2 3 3.5 4 5			
78. Team teaching is utilized in the grade school (K-6).	H	WDAM	//////////////////	8	6676	2.00
		PPC	^^^^^^^^^^^^	7	$516	1.86
	M	WDAM	/////////////	11	3194	1.55
		PPC	^^^^^^^^^^	8	$469	1.63
	L	WDAM	////////	6	1707	1.00
		PPC	^^^^^^^^^	10	$418	1.30
	TOTAL		//////////////	25	/////	1.62
79. Team teaching is utilized in the Jr. High School.	H	WDAM	//////////	8	6676	1.25
		PPC	^^^^^^^^^	7	$516	1.57
	M	WDAM	//////////////////	11	3194	2.00
		PPC	^^^^^^^^^^^	8	$469	1.63
	L	WDAM	////////	6	1707	1.00
		PPC	^^^^^^^^^	10	$418	1.40
	TOTAL		//////////////	25	/////	1.52
80. Team teaching is utilized in the Sr. High School.	H	WDAM	//////////////	8	6676	1.63
		PPC	^^^^^^^^^	7	$516	1.43
	M	WDAM	//////////////	11	3194	1.64
		PPC	^^^^^^^^^^	8	$469	1.63
	L	WDAM	////////	6	1707	1.00
		PPC	^^^^^^^^^	10	$418	1.40
	TOTAL		//////////////	25	/////	1.48
81. Field trips are scheduled as a regular activity in the elementary schools.	H	WDAM	//////////////////////	8	6676	2.38
		PPC	^^^^^^^^^^^^	7	$516	2.00
	M	WDAM	//////////////////	11	3194	1.82
		PPC	^^^^^^^^^^^^^^	8	$469	2.25
	L	WDAM	//////////////////////	6	1707	2.50
		PPC	^^^^^^^^^^^^^	10	$418	2.20
	TOTAL		//////////////////////	25	/////	2.25
82. Field trips are scheduled as a regular activity in the secondary schools.	H	WDAM	//////////////////////////	8	6676	3.13
		PPC	^^^^^^^^^^^^^	7	$516	2.14
	M	WDAM	//////////////////	11	3194	2.36
		PPC	^^^^^^^^^^^^^^^^	8	$469	3.00
	L	WDAM	//////////////////////	6	1707	2.50
		PPC	^^^^^^^^^^^^^^^	10	$418	2.70
	TOTAL		//////////////////////	25	/////	2.60
83. Departmentalized and or general res. cents. are used in the Jr. High Schools.	H	WDAM	//////////////////////////	8	6676	4.50
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	7	$516	4.00
	M	WDAM	//////////////////////////	11	3194	3.91
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	8	$469	4.13
	L	WDAM	//////////////////////////	6	1707	3.50
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	10	$418	3.90
	TOTAL		//////////////////////////	25	/////	4.16
84. Departmentalized and or gen. res. centers are used in the elementary schools.	H	WDAM	//////////////////////////	8	6676	4.50
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	7	$516	4.43
	M	WDAM	//////////////////////////	11	3194	4.27
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	8	$469	4.13
	L	WDAM	//////////////////////////	6	1707	4.00
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^	10	$418	4.30
	TOTAL		//////////////////////////	25	/////	4.28

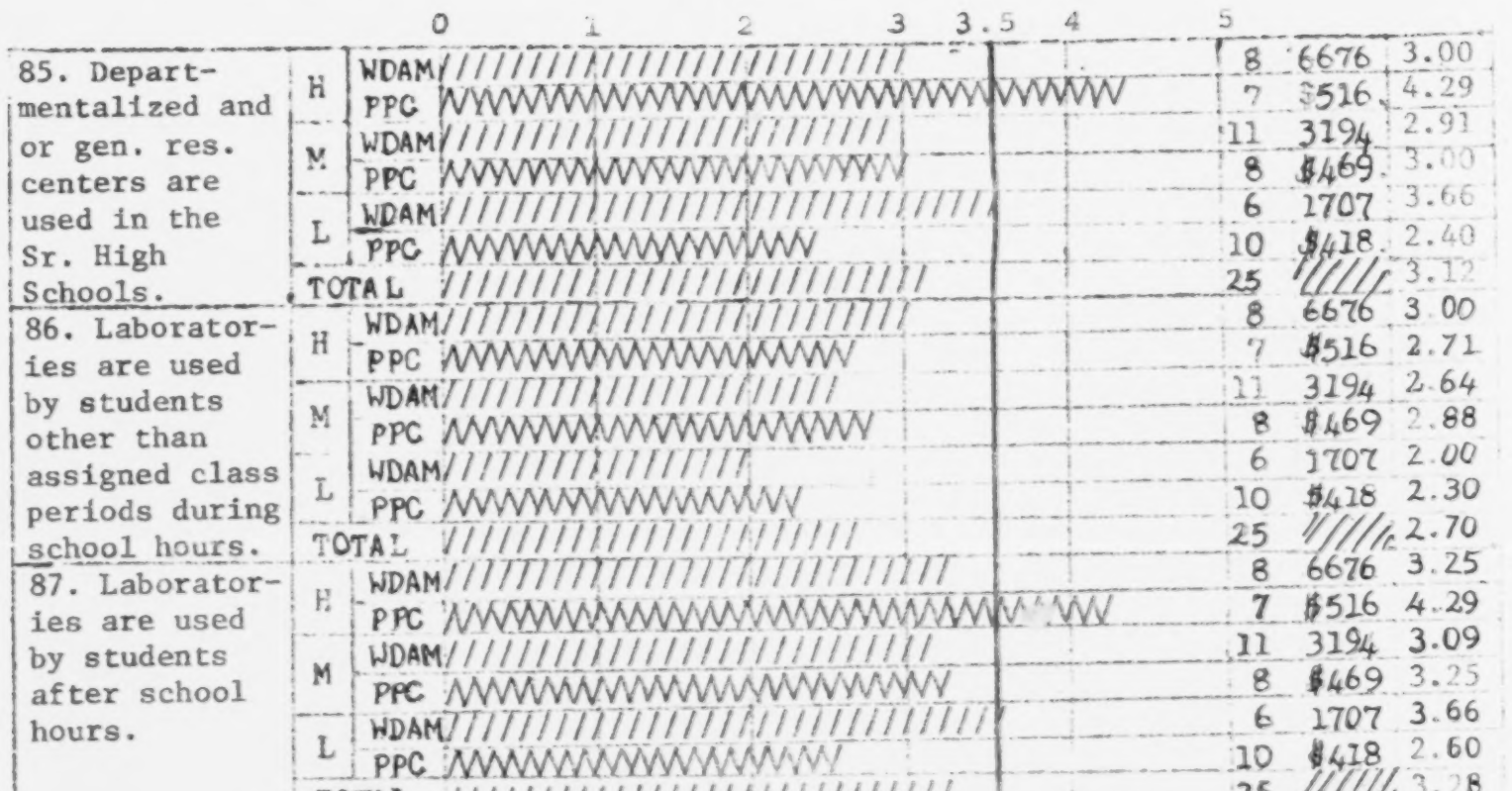
1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively.

N by category

WDAM + PPC by Category

$\bar{X}$ by category

* See Appendix 2 for directions for reading graphs and charts.

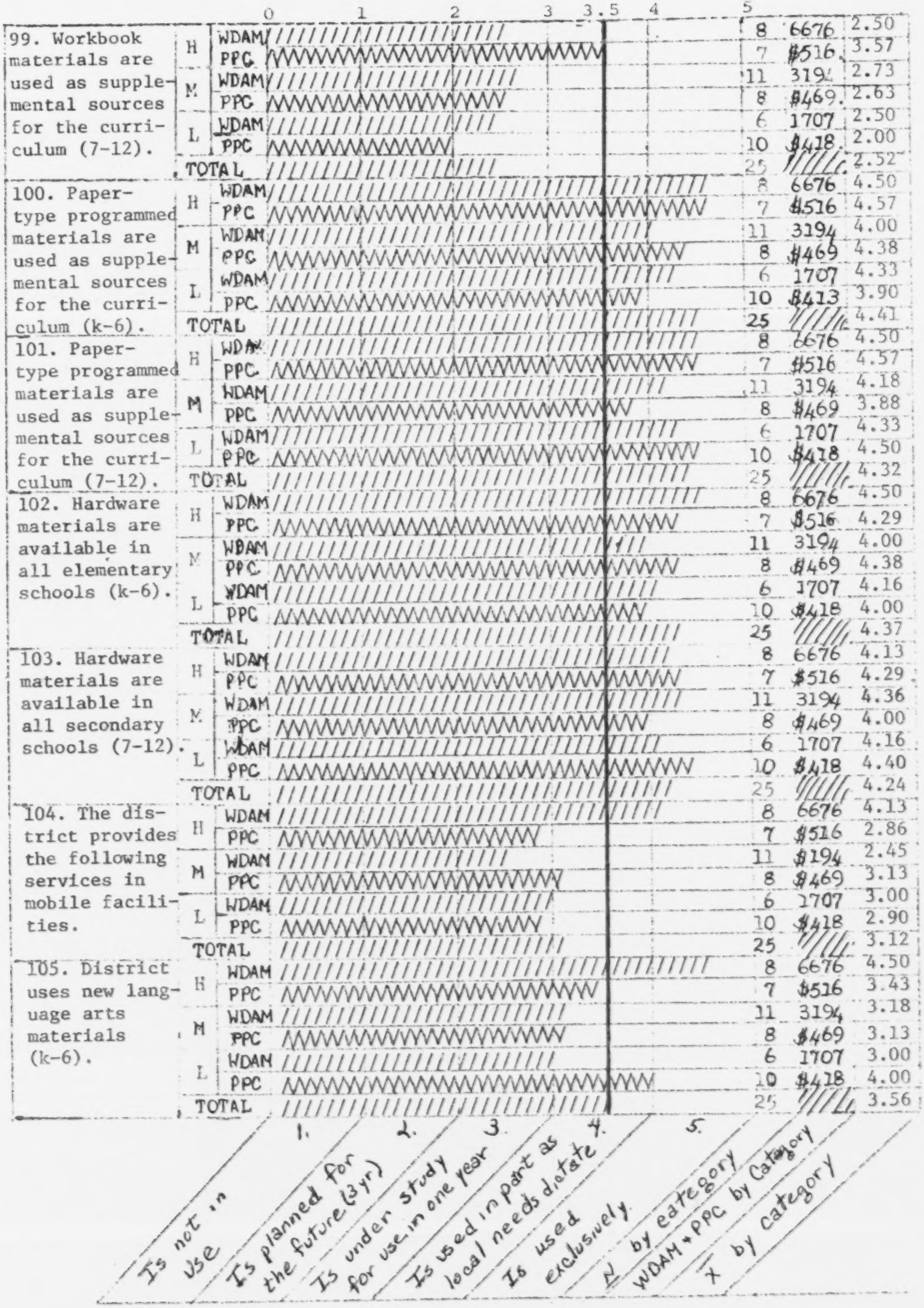


* See Appendix 2 for directions for reading graphs and charts.

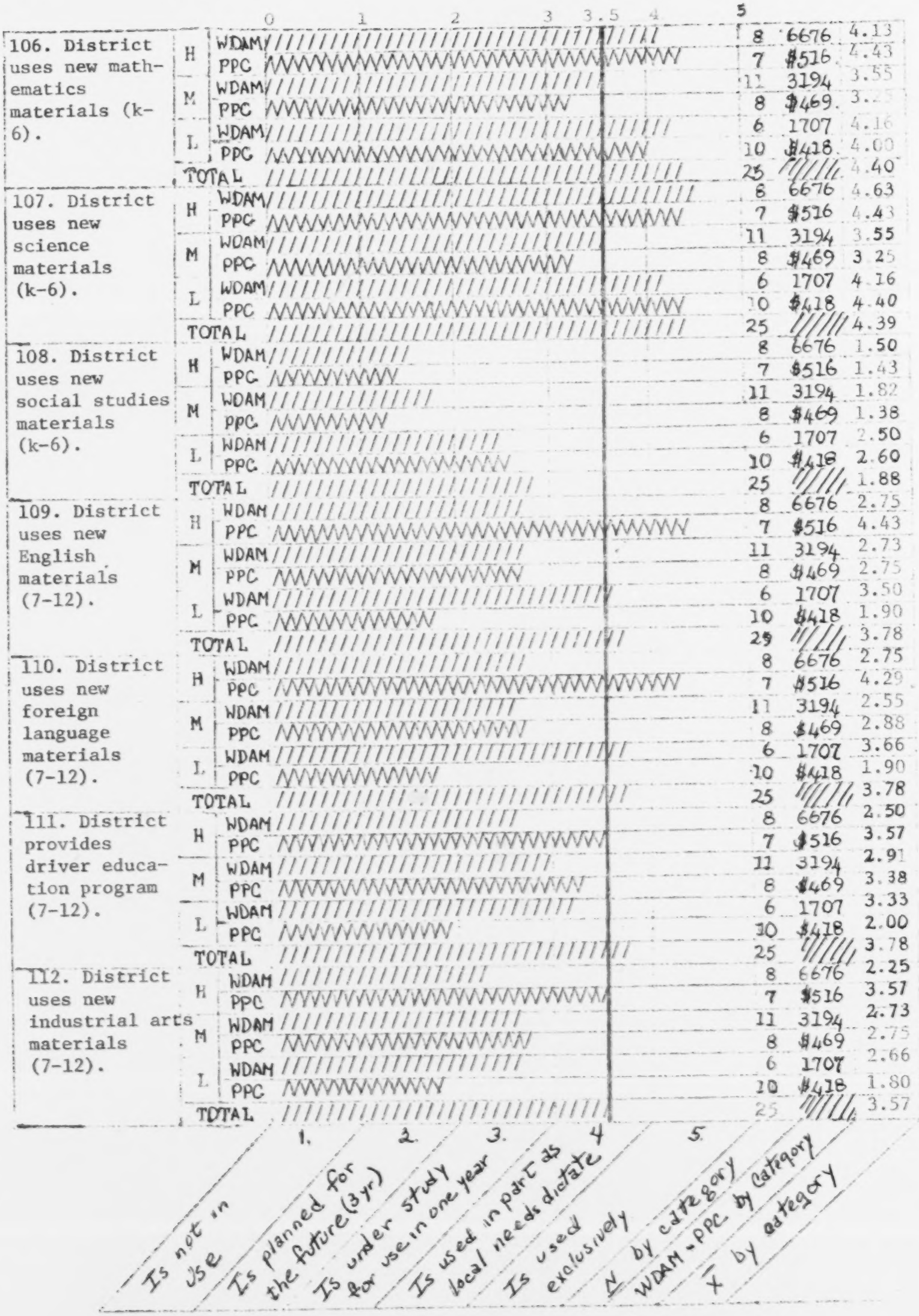
			0	1	2	3	3.5	4	5		
92. Provision is made for independent study in elementary schools (k-6).	H	WDAM	//////////							8	6676	1.75
		PPC	^^^^^^^^^^							7	$516	1.57
	M	WDAM	//////////							11	3194	1.27
		PPC	^^^^^^^^^^							8	$469	1.75
	L	WDAM	//////////							6	1707	1.50
		PPC	^^^^^^^^^^							10	$418	1.20
	TOTAL		//////////							25	//////	1.54
93. Provision is made for independent study in secondary schools (7-12)	H	WDAM	//////////							8	6676	2.88
		PPC	^^^^^^^^^^							7	$516	2.00
	M	WDAM	//////////							11	3194	2.09
		PPC	^^^^^^^^^^							8	$469	2.50
	L	WDAM	//////////							6	1707	2.00
		PPC	^^^^^^^^^^							10	$418	2.40
	TOTAL		//////////							25	//////	2.32
94. Simulated gaming techniques are used in the elementary schools (k-6).	H	WDAM	//////////							8	6676	2.25
		PPC	^^^^^^^^^^							7	$516	1.14
	M	WDAM	//////////							11	3194	1.36
		PPC	^^^^^^^^^^							8	$469	1.50
	L	WDAM	//////////							6	1707	1.50
		PPC	^^^^^^^^^^							10	$418	2.20
	TOTAL		//////////							25	//////	1.68
95. Simulated gaming techniques are used in the secondary schools (7-12).	H	WDAM	//////////							8	6676	1.00
		PPC	^^^^^^^^^^							7	$516	1.29
	M	WDAM	//////////							11	3194	1.55
		PPC	^^^^^^^^^^							8	$469	1.13
	L	WDAM	//////////							6	1707	1.00
		PPC	^^^^^^^^^^							10	$418	1.20
	TOTAL		//////////							25	//////	1.24
96. Textbooks are the major source supplement for the curriculum (k-6).	H	WDAM	//////////							8	6676	2.25
		PPC	^^^^^^^^^^							7	$516	3.00
	M	WDAM	//////////							11	3194	1.91
		PPC	^^^^^^^^^^							8	$469	1.88
	L	WDAM	//////////							6	1707	1.50
		PPC	^^^^^^^^^^							10	$418	1.20
	TOTAL		//////////							25	//////	2.00
97. Textbooks are the major source supplement for the curriculum (7-12).	H	WDAM	//////////							8	6676	1.38
		PPC	^^^^^^^^^^							7	$516	2.00
	M	WDAM	//////////							11	3194	1.36
		PPC	^^^^^^^^^^							8	$469	1.00
	L	WDAM	//////////							6	1707	1.50
		PPC	^^^^^^^^^^							10	$418	1.30
	TOTAL		//////////							25	//////	1.40
98. Workbook materials are used as supplemental sources for the curriculum (k-6).	H	WDAM	//////////							8	6676	2.50
		PPC	^^^^^^^^^^							7	$516	2.57
	M	WDAM	//////////							11	3194	2.36
		PPC	^^^^^^^^^^							8	$469	2.63
	L	WDAM	//////////							6	1707	2.00
		PPC	^^^^^^^^^^							10	$418	1.90
	TOTAL		//////////							25	//////	2.41

	1	2	3	4	5		
	Is not in use	Is planned for the future (3 yrs)	Is under study for use in one year	Is used in part as local needs dictate	Is used exclusively	N by category	WDAM, PPC by Category	X by category

* See Appendix 2 for directions for reading graphs and charts.


0 1 2 3 3.5 4 5
99. Workbook materials are used as supplemental sources for the curriculum (7-12).
100. Paper-type programmed materials are used as supplemental sources for the curriculum (k-6).
101. Paper-type programmed materials are used as supplemental sources for the curriculum (7-12).
102. Hardware materials are available in all elementary schools (k-6).
103. Hardware materials are available in all secondary schools (7-12).
104. The district provides the following services in mobile facilities.
105. District uses new language arts materials (k-6).
H WDAM 8 6676 2.50
PPC 7 $516 3.57
M WDAM 11 3194 2.73
PPC 8 $469 2.63
L WDAM 6 1707 2.50
PPC 10 $418 2.00
TOTAL 25 2.52
H WDAM 8 6676 4.50
PPC 7 $516 4.57
M WDAM 11 3194 4.00
PPC 8 $469 4.38
L WDAM 6 1707 4.33
PPC 10 $413 3.90
TOTAL 25 4.41
H WDAM 8 6676 4.50
PPC 7 $516 4.57
M WDAM 11 3194 4.18
PPC 8 $469 3.88
L WDAM 6 1707 4.33
PPC 10 $418 4.50
TOTAL 25 4.32
H WDAM 8 6676 4.50
PPC 7 $516 4.29
M WDAM 11 3194 4.00
PPC 8 $469 4.38
L WDAM 6 1707 4.16
PPC 10 $418 4.00
TOTAL 25 4.37
H WDAM 8 6676 4.13
PPC 7 $516 4.29
M WDAM 11 3194 4.36
PPC 8 $469 4.00
L WDAM 6 1707 4.16
PPC 10 $418 4.40
TOTAL 25 4.24
H WDAM 8 6676 4.13
PPC 7 $516 2.86
M WDAM 11 $194 2.45
PPC 8 $469 3.13
L WDAM 6 1707 3.00
PPC 10 $418 2.90
TOTAL 25 3.12
H WDAM 8 6676 4.50
PPC 7 $516 3.43
M WDAM 11 3194 3.18
PPC 8 $469 3.13
L WDAM 6 1707 3.00
PPC 10 $418 4.00
TOTAL 25 3.56
1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively
N by category
WDAM • PPC by Category
X by category

* See Appendix 2 for directions for reading graphs and charts.



* See Appendix 2 for directions for reading graphs and charts.

			0	1	2	3	3.5	4	5		
113. District uses new sex education materials (7-12).	H	WDAM	///////							8	6676	.88
		PPC	^^^^^^^^^^^^^^							7	$516	2.00
	M	WDAM	//////////////							11	3194	1.82
		PPC	^^^^^^^							8	$469	1.25
	L	WDAM	///////							6	1707	.83
		PPC	^^^^							10	$418	.80
	TOTAL		//////////////							25		1.68
114. District uses new mathematics materials (7-12).	H	WDAM	//////////////////							8	6676	2.00
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.71
	M	WDAM	//////////////////////////							11	3194	2.91
		PPC	^^^^^^^^^^^^^^^^							8	$469	2.38
	L	WDAM	//////////////////////////							6	1707	3.00
		PPC	^^^^^^^^^^^^^^^							10	$418	2.10
	TOTAL		//////////////////////////////							25		3.47
115. District uses new religious literature materials (7-12).	H	WDAM	//////////////							8	6676	1.63
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	4.14
	M	WDAM	//////////////////////////////							11	3194	3.55
		PPC	^^^^^^^^^^^^^^							8	$469	2.00
	L	WDAM	//////////////////////////							6	1707	3.00
		PPC	^^^^^^^^^^^^^^^^							10	$418	2.50
	TOTAL		//////////////////////////////							25		3.68
116. District uses new science materials (7-12).	H	WDAM	//////////////							8	6676	1.63
		PPC	^^^^^^^^^^^^^^^^^^							7	$516	2.71
	M	WDAM	//////////////////////							11	3194	2.55
		PPC	^^^^^^^^^^^^							8	$469	1.88
	L	WDAM	//////////////////							6	1707	2.00
		PPC	^^^^^^^^^^^^							10	$418	1.90
	TOTAL		//////////////							25		1.61
117. District uses new humanities materials (7-12).	H	WDAM	/////							8	6676	.63
		PPC	^^^^^^^^^^^^^^^^							7	$516	2.43
	M	WDAM	//////////////							11	3194	1.82
		PPC	^^^^^^^							8	$469	1.13
	L	WDAM	//////////////							6	1707	1.50
		PPC	^^^^							10	$418	.80
	TOTAL		//////////////							25		1.61
118. District uses new social studies materials (7-12).	H	WDAM	//////////////							8	6676	1.50
		PPC	^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.29
	M	WDAM	//////////////////////////							11	3194	3.18
		PPC	^^^^^^^^^^^^^^							8	$469	2.25
	L	WDAM	//////////////////////							6	1707	3.50
		PPC	^^^^^^^^^^^^^^^^							10	$418	2.70
	TOTAL		//////////////////////////////							25		3.57
119. District uses individually prescribed instruction.	H	WDAM	/////////							8	6676	1.13
		PPC	^^^^^^							7	$516	1.00
	M	WDAM	///////							11	3194	.91
		PPC	^^^^^^^							8	$469	1.25
	L	WDAM	///////							6	1707	1.00
		PPC	^^^^							10	$418	.80
	TOTAL		//////////							25		1.19

1. Is not in Use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively

N by category

WDAM + PPC by Category

$\bar{X}$ by category

* See Appendix 2 for directions for reading graphs and charts.

			0	1	2	3	3.5	4	5			
120. District uses computer assisted instruction.	H	WDAM	//////////////							8	6676	1.63
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.29
	M	WDAM	//////////////////////////////							11	3194	3.09
		PPC	^^^^^^^^^^^^^							8	$469	1.88
	L	WDAM	//////////////////////////////							6	1707	3.33
		PPC	^^^^^^^^^^^^^^^^^^^^^^							10	$418	2.90
	TOTAL		//////////////////////////////							25	//////	3.52
121. District is a member of a regional broadcasting council.	H	WDAM	//////////////////							8	6676	2.13
		PPC	^^^^^^^^^^^^^^^							7	$516	2.00
	M	WDAM	//////////////////							11	3194	1.82
		PPC	^^^^^^^^^^							8	$469	1.50
	L	WDAM	//////////////////							6	1707	1.83
		PPC	^^^^^^^^^^^^^^^^^							10	$418	2.20
	TOTAL		//////////////////////////							25	//////	2.52
122. District is a member of a school study council or research council.	H	WDAM	//////////////////							8	6676	1.63
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.29
	M	WDAM	//////////////////////////////							11	3194	2.91
		PPC	^^^^^^^^^^^^^							8	$469	1.88
	L	WDAM	//////////////////////////////							6	1707	3.00
		PPC	^^^^^^^^^^^^^^^^^^^^^^							10	$418	2.50
	TOTAL		//////////////////////////////							25	//////	3.15
123. District is a member of a regional educational laboratory program.	H	WDAM	///////							8	6676	.88
		PPC	^^^^^^^^^^							7	$516	1.57
	M	WDAM	//////////////////							11	3194	1.73
		PPC	^^^^^^^^							8	$469	1.38
	L	WDAM	////////							6	1707	1.00
		PPC	^^^^^^							10	$418	1.00
	TOTAL		////////////							25	//////	1.33
124. District permits secondary students to take correspondence courses for credit.	H	WDAM	//////////////////////////							8	6676	2.75
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.86
	M	WDAM	//////////////////////////////////							11	3194	3.36
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^							8	$469	2.88
	L	WDAM	////////////////							6	1707	1.50
		PPC	^^^^^^^^^^^^							10	$418	1.80
	TOTAL		//////////////////////////							25	//////	2.95
125. District provides special cultural enrichment programs for students.	H	WDAM	//////////////////////////////							8	6676	3.00
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^^^^^							7	$516	3.14
	M	WDAM	//////////////////////////////							11	3194	2.73
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^							8	$469	2.63
	L	WDAM	//////////////////////////////							6	1707	2.66
		PPC	^^^^^^^^^^^^^^^^^^^^^^^^							10	$418	2.70
	TOTAL		//////////////////////////////							25	//////	3.04
126. District provides an outdoor education program for students.	H	WDAM	//////////////////							8	6676	1.63
		PPC	^^^^^^^^							7	$516	1.14
	M	WDAM	//////////////////////							11	3194	2.36
		PPC	^^^^^^^^^^^^^^^^							8	$469	2.25
	L	WDAM	////////////////							6	1707	1.50
		PPC	^^^^^^^^^^^^^^^^							10	$418	2.20
	TOTAL		////////////////////							25	//////	2.08

1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively.

N by category

WDAM • PPC by category

$\bar{x}$ by category

* See Appendix 2 for directions for reading graphs and charts.

As items 73, 74, 77, 83, and 84 of Section III indicate, instructional practices are rather traditional in nature and there appears to be a lack of team teaching, flexible scheduling, independent study, individually prescribed instruction, computer assisted instruction, use of gaming or simulation techniques, and learning resource centers. As was indicated above, innovation is costly in terms of material and teacher retraining. It is being suggested here that regional planning and implementations of some of these innovations (to be selected by a regional curriculum office supported by the twenty-five districts) begin. Inservice training could be provided by outside consultants from the nearby colleges, universities, and federal centers. It should also be noted that if the Pennsylvania Department of Education hopes to achieve some degree of success with the newly planned intermediate school units (regions), its help should be enlisted in the planning for innovative practices. It seems appropriate that a feasibility study, at the regional level, be undertaken at this time to determine priorities in the area of innovative practices, which may be implemented within the region.

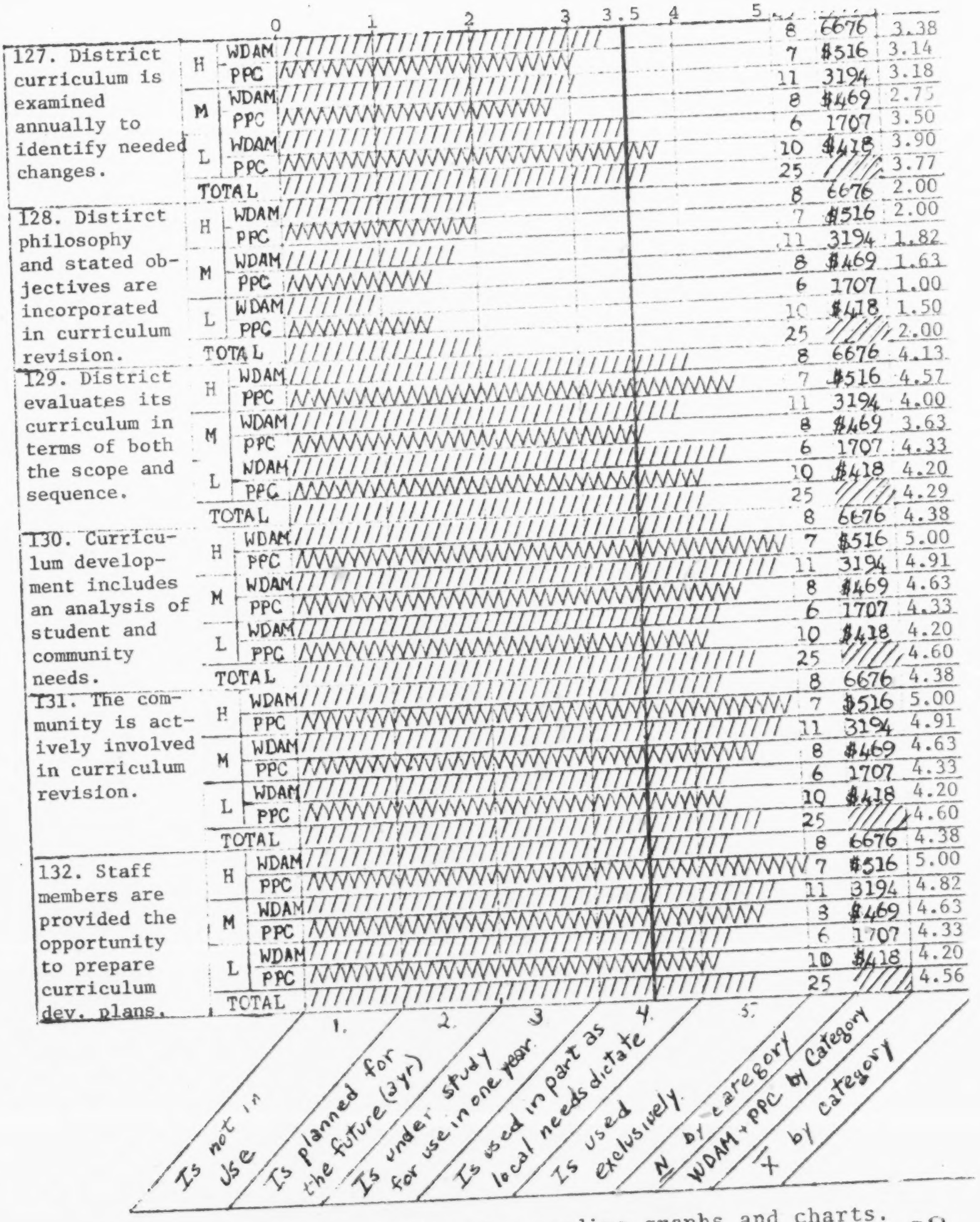
The same comments made for instructional practices hold true for material resources. They are rather traditional in nature and seem to center around textbook teaching with some use of audio recorders, classroom television recievers, and a variety of classroom projectors. No assessment can be made here, however, as to the utilization of this hardware and software. Additional kinds of instructional materials should be explored for regional use, but again it seems appropriate to suggest that feasibility studies be undertaken before any financial or time commitments are made.

Section IV Evaluation

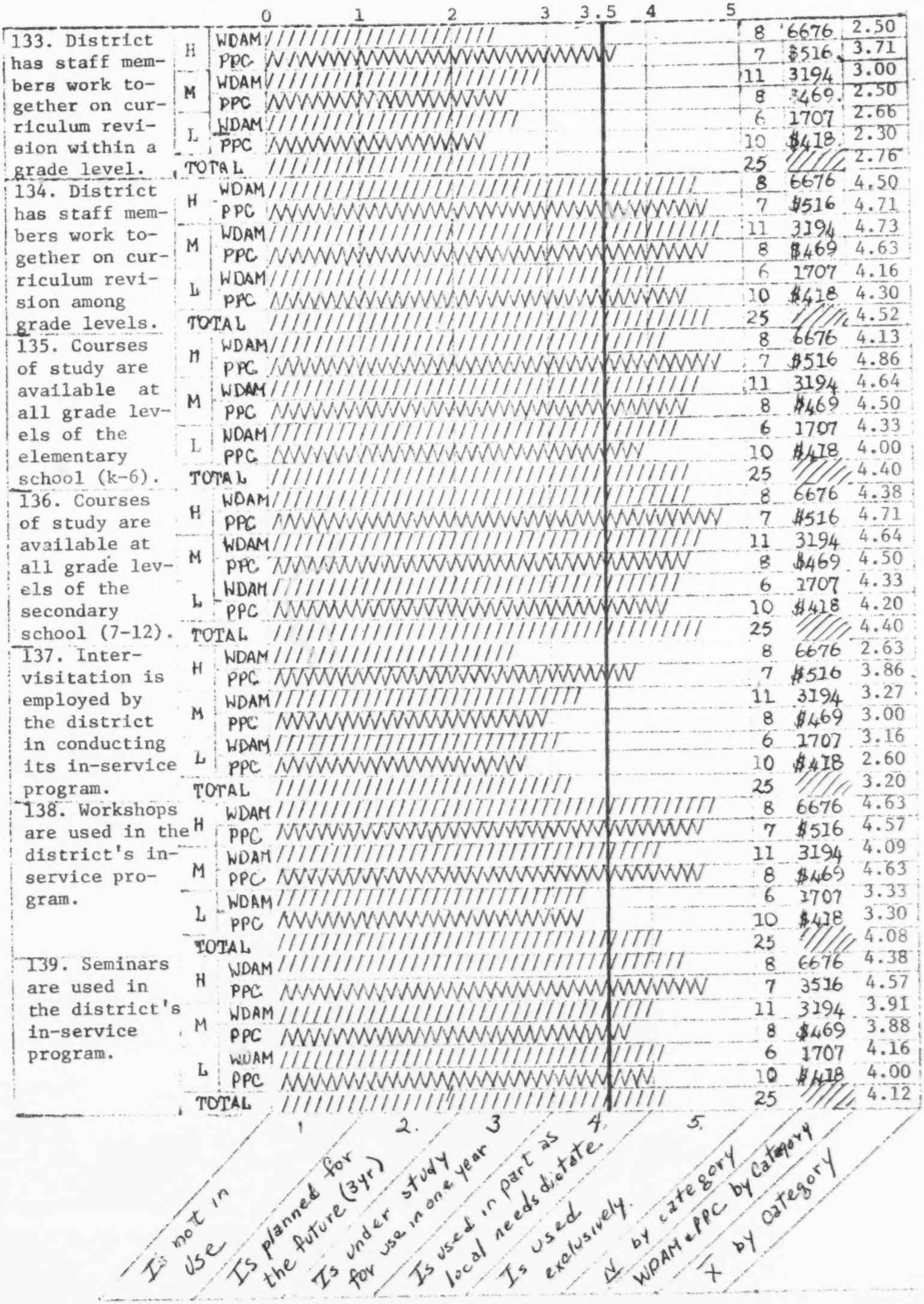
As the data gathered for Section IV indicate, region C appears to rate quite highly in the area of curriculum evaluation procedures. There are, however, some items that are in need of further analaysis and classification. Although all school districts of the region indicate annual examination of needed curricular changes (Item 129) it appears that on the average, local school boards and public, in descending order, do not provide needed assistance in this vital area. It is recommended here that all interest groups of the region participate actively in curricular change. This appears to be crucial if innovative practices are to be studied for possible implementation. The evident lack of community participation in curriculum revision is further supported by the data gathered for Item 133.

Although items 134 through 138 indicate curriculum development programs and recorded courses of study, K-12, it is extremely difficult to ascertain the operational aspects of this type of curriculum work. As was indicated earlier in this report, on site visitations should provide more evidence as to the reliability of these data gathered by survey. In other words, the data gathered by questionnaire which pertain to curriculum evaluation do not seem to correlate with what appears to be practice in curriculum within the three counties. It appears that there is some evidence of conferences, institutes, study group activities, and workshops held for curriculum improvement in all districts of the region, but reported practices and operating program do not seem to reflect the "effects" of these special activities for teachers. This could at this time suggest that regional evaluation take place as to the value of these activities if they do not seem to produce curriculum change in the districts. Regional participation in these activities could produce cross fertilization of staff and program which would greatly enhance meaningful change in curriculum.

SECTION IV EVALUATION



* See Appendix 2 for directions for reading graphs and charts.


0 1 2 3 3.5 4 5
133. District has staff members work together on curriculum revision within a grade level.
134. District has staff members work together on curriculum revision among grade levels.
135. Courses of study are available at all grade levels of the elementary school (k-6).
136. Courses of study are available at all grade levels of the secondary school (7-12).
137. Intervisitation is employed by the district in conducting its in-service program.
138. Workshops are used in the district's in-service program.
139. Seminars are used in the district's in-service program.
H
M
L
TOTAL
WDAM
PPC
8 6676 2.50
7 $516 3.71
11 3194 3.00
8 $469 2.50
6 1707 2.66
10 $418 2.30
25 2.76
8 6676 4.50
7 $516 4.71
11 3194 4.73
8 $469 4.63
6 1707 4.16
10 $418 4.30
25 4.52
8 6676 4.13
7 $516 4.86
11 3194 4.64
8 $469 4.50
6 1707 4.33
10 $418 4.00
25 4.40
8 6676 4.38
7 $516 4.71
11 3194 4.64
8 $469 4.50
6 1707 4.33
10 $418 4.20
25 4.40
8 6676 2.63
7 $516 3.86
11 3194 3.27
8 $469 3.00
6 1707 3.16
10 $418 2.60
25 3.20
8 6676 4.63
7 $516 4.57
11 3194 4.09
8 $469 4.63
6 1707 3.33
10 $418 3.30
25 4.08
8 6676 4.38
7 3516 4.57
11 3194 3.91
8 $469 3.88
6 1707 4.16
10 $418 4.00
25 4.12
1 2 3 4 5
1 Is not in use
2 Is planned for the future (3yr)
3 Is under study for use in one year
4 Is used in part as local needs dictate
5 Is used exclusively
N by category
WDAM & PPC by Category
X by Category

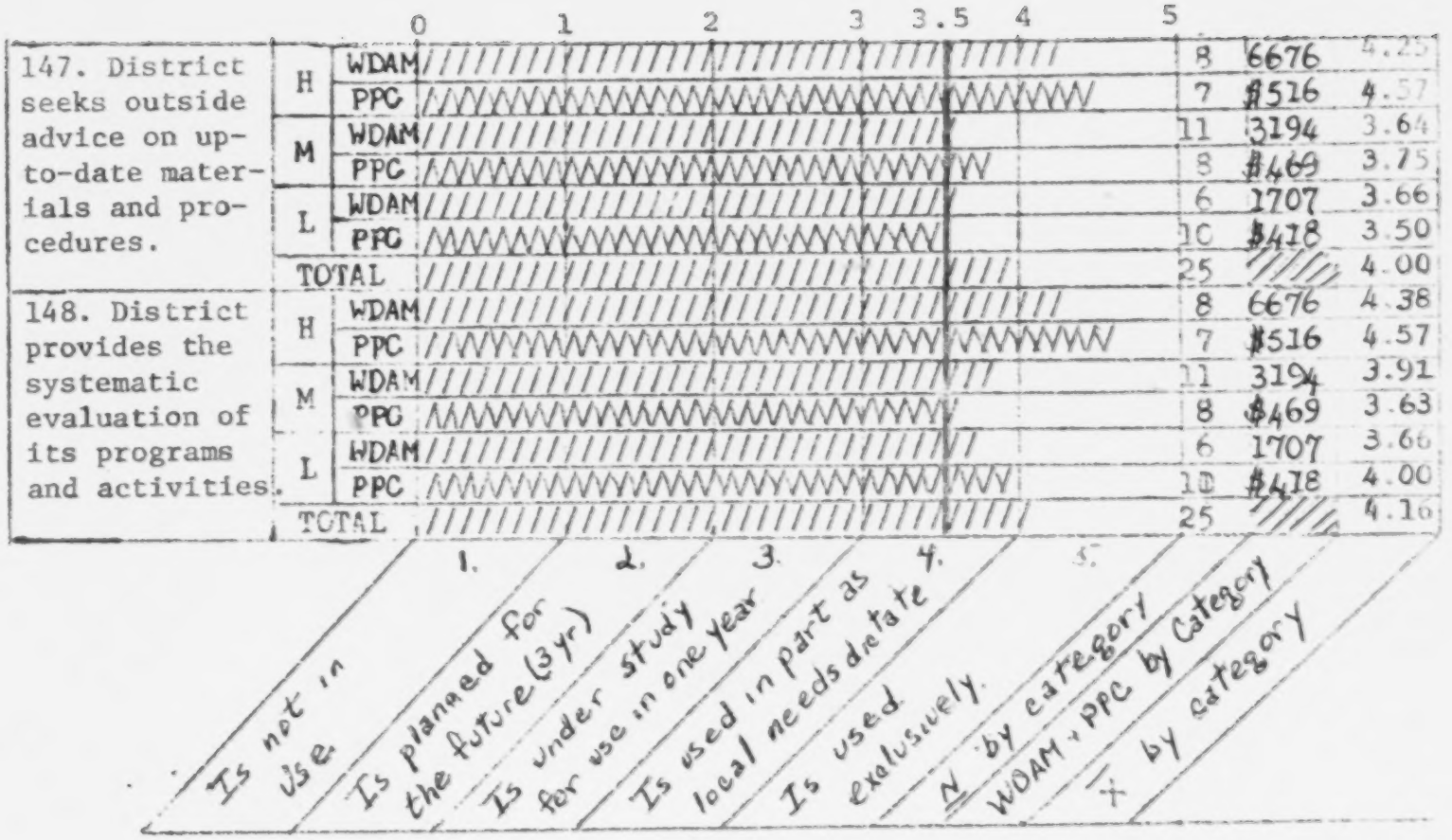
* See Appendix 2 for directions for reading graphs and charts.

			0 1 2 3 3.5 4 5			
140. State or county in-service programs are used by the district in assisting its staff.	H	WDAM		8	6676	3.25
		PPC		7	$516	4.33
	M	WDAM		11	3194	3.70
		PPC		8	$469	3.13
	L	WDAM		6	1707	2.66
		PPC		10	$418	2.80
	TOTAL			25		3.59
141. Outside consultants are utilized by the district for curriculum revision.	H	WDAM		8	6676	3.88
		PPC		7	$516	4.16
	M	WDAM		11	3194	4.20
		PPC		8	$469	4.13
	L	WDAM		6	1707	4.00
		PPC		10	$418	3.90
	TOTAL			25		4.21
142. District provides practice teaching stations for colleges and universities.	H	WDAM		8	6676	4.75
		PPC		7	$516	4.83
	M	WDAM		11	3194	4.70
		PPC		8	$469	4.50
	L	WDAM		6	1707	3.66
		PPC		10	$418	4.20
	TOTAL			25		4.45
143. District provides special orientation and in-service programs for its begin. teachs.	H	WDAM		8	6676	4.38
		PPC		7	$516	4.50
	M	WDAM		11	3194	4.70
		PPC		8	$469	4.38
	L	WDAM		6	1707	4.00
		PPC		10	$418	4.40
	TOTAL			25		4.41
144. District cooperates with colleges and universities to provide courses for t. & adm.	H	WDAM		8	6676	3.13
		PPC		7	$516	2.50
	M	WDAM		11	3194	1.80
		PPC		8	$469	2.75
	L	WDAM		6	1707	2.00
		PPC		10	$418	1.80
	TOTAL			25		2.31
145. District provides staff in-service programs utilizing recognized authorities.	H	WDAM		8	6676	4.50
		PPC		7	$516	4.33
	M	WDAM		11	3194	3.00
		PPC		8	$469	3.13
	L	WDAM		6	1707	3.16
		PPC		10	$418	2.90
	TOTAL			25		3.86
146. District provides retraining programs in new fields of specialization for its staff.	H	WDAM		8	6676	3.00
		PPC		7	$516	3.00
	M	WDAM		11	3194	1.01
		PPC		8	$469	2.38
	L	WDAM		6	1707	2.50
		PPC		10	$418	2.30
	TOTAL			25		2.60

1. Is not in use
2. Is planned for the future (3 yr)
3. Is under study for use in one year
4. Is used in part as local needs dictate
5. Is used exclusively.

N by category
WDAM & PPC by Category
$\bar{x}$ by category

* See Appendix 2 for directions for reading graphs and charts.



Recommendations Based Upon Questionnaire Survey

Based upon the data gathered by a regional questionnaire for curriculum organization and practices, the following is a summary recommendation for regional cooperation among Washington, Greene, and Fayette Counties.

1. The twenty-five school districts of the area are similar enough in organization, K-6, 7-9, 10-12, to begin considering regional cooperation in scheduling activities via some central computer facility.
2. Student populations are too small in each separate district to consider economically a computer facility. Such a facility could be obtained for the region, however, and it could help provide administrative and instructional services.
3. Because of the general similarity among the twenty-five districts, the region should explore the assets to be

* See Appendix 2 for directions for reading graphs and charts.

gained by establishing a regional curriculum development center which could operate with the existant regional instructional materials center. Specialists in curriculum, K-12, could provide desperately needed services not now found in the districts. A pooling of resources and personnel would aid immensely in the development of innovative curriculum and practices.

4. With the establishment of a regional curriculum development center, the region should undertake feasibility studies which would establish priorities for action in the following areas:
   a. Innovative organization practices--staff utilization.
   b. Innovative use of technology--hardware for instruction.
   c. Innovative practices in instruction--inquiry, gaming, simulation, etc.
   d. Examination and evaluation of new curricula, K-12.
   e. Evaluation of curriculum changes established by the region.

For all of the above, the center would be responsible for coordinating the local regional efforts. The most significant need here would center on inservice training of the total staff for each of the priorities established for the above five areas.

Appendix 1

Regional Planning Questionnaire

Area: Curriculum

General Information

Name of District:_____

County:_____

Characterization of District: (check)

Urban_____ Suburban_____ Rural_____ Mixed_____

Grade Organization Plan:

_____k-6, 7-8, 9-12

_____k-6, 7-9, 10-12

_____k-5, 6-8, 9-12

_____k-4, 5-8, 9-12

_____k-5, 6-9, 10-12

_____k-8, 9-12

_____other specify_____

Number of non-white pupils enrolled in the district:

_____k-6

_____7-12

Total WADM (fall report)_____

Per Pupil Cost_____

Directions:

The following questionnaire contains four (4) sections of statements which provide for an assessment of personnel, program specifications, instruction, and evaluation of curricula. Your response to these statements is being solicited to supply data for a study of potential cooperative efforts by coterminous school districts in planning and operation of educational programs. In the space preceding each statement please indicate the degree to which the statement is representative of your school district. Please use the numbers as indicated below:

1. Is not in use
2. Is planned for the future (within the next three years)
3. Is currently under study for use within a year
4. Is used, in part or as local needs dictate
5. Is used exclusively

SECTION I

Special Personnel

1. /___/ The district employs a full-time general director of curriculum and/or instruction for grades k-12.

2. /___/ The district employs a full-time general director of curriculum for the elementary school grades.

3. /___/ The district employs a full-time general director of curriculum for the secondary school grades.

4. /___/ The district employs full-time special subject supervisors and/or curriculum coordinators for k-12 articulation of program. (If question 4 is answered with numbers 2-5, please respond to questions 4a through 4f.)

   4a /___/ Foreign Language

   4b /___/ Language Arts

   4c /___/ Mathematics

   4d /___/ Science

   4e /___/ Social Studies

   4f /___/ Others (list)_____

5. /___/ The district employs full-time special subject supervisors and/or curriculum coordinators for 1-12 articulation of program. (If question 5 is answered with numbers 2-5, please respond to questions 5a through 5m.)

   5a /___/ Art

   5b /___/ Business Education

   5c /___/ Foreign Language

   5d /___/ Home Economics

   5e /___/ Industrial Arts

   5f /___/ Language Arts

   5g /___/ Mathematics

   5h /___/ Music

   5i /___/ Physical Education

   5j /___/ Science

   5k /___/ Social Studies

   5l /___/ Vocational Education

   5m /___/ Others_____

6. /___/ The district employs full-time special subject supervisors and/or curriculum coordinators for k-6 articulation of program. (If question 6 is answered with numbers 2-5, please respond to questions 6a through 6j.)

6a /___/ Art

6b /___/ Foreign Language

6c /___/ Language Arts

6d /___/ Mathematics

6e /___/ Music

6f /___/ Physical Education

6g /___/ Reading

6h /___/ Science

6i /___/ Social Studies

6j /___/ Other_____

7. /___/ The district employs paraprofessionals (teacher aides) to assist the teachers in all grade levels.

8. /___/ The district employs paraprofessionals (teacher aides) to assist the teachers in the elementary grades. (If question 8 is answered with numbers 2-5, please respond to questions 8a through 8d.)

8a /___/ Attendance Supervisors

8b /___/ Audio Visual Coordinators

8c /___/ Theme Readers

8d /___/ Others (specify)_____

9. /___/ The district employs paraprofessionals (teacher aides) to assist the teachers in the secondary grades. (If question 9 is answered with numbers 2-5, please respond to questions 9a through 9d.)

9a /___/ Attendance Supervisors

9b /___/ Audio Visual Coordinators

9c /___/ Theme Readers

9d /___/ Others (specify)_____

SECTION II

Program

Adult Education

10. /___/ The district organizes and/or conducts Adult Education or Continuing Education classes.

11. /___/ The district organizes and/or conducts Vocational Rehabilitation classes.

Clinics

12. /___/ The district reading clinic and/or laboratory conducts both remedial and developmental classes.

13. /___/ The district speech and hearing clinic is centralized within the school district.

14. /___/ The district cooperates with other districts to provide clinic services. (If question 14 is answered with numbers 2-5, name districts and services provided.)

_____

_____

_____

15. /___/ The district provides health clinic services for students. (If question 15 is answered with numbers 2-5, indicate services and amount.)

_____

_____

_____

Exceptional Education

16. /___/ Special classes are provided for the exceptionally bright students in the elementary schools. (If question 16 is answered with numbers 2-5, name the classes.)

_____

_____

_____

17. /___/ Special classes are provided for the exceptionally bright students in the intermediate or Junior High School. (If question 17 is answered with numbers 2-5, name the classes.)

_____

_____

18. /___/ Special classes are provided for the exceptionally bright students in the Senior High School. (If question 18 is answered with numbers 2-5, name the classes.)

_____

_____

19. /___/ Advanced placement classes are provided in the Senior High School. (If question 19 is answered with numbers 2-5, name the classes.)

_____

_____

Extra-Curricular Activities

20. /___/ The school district makes provisions for student government associations in the Senior High Schools.

21. /___/ The school district makes provisions for drama and speech activities in the Senior High Schools.

22. /___/ The school district makes provisions for school publications which are prepared and/or produced by students.

23. /___/ The school district makes provisions for club activities or interest-type organizations for learners at all grade levels.

24. /___/ Students' extra-curricular activities are scheduled during the school day as part of the regular daily school schedule.

25. /___/ Students' extra-curricular activities are scheduled after school hours or are not included as a regular part of the daily school schedule.

26. /___/ Extra-curricular activities provide for exchange opportunities with other school districts.

27. /___/ The district cooperates with other community agencies to provide student activities. (If question 27 is answered with numbers 2-5, name the agency and the activity.)

_____

_____

Instructional Materials Center

28. /___/ The district maintains an Instructional Materials Center as part of the library service.

29. /___/ In addition to library service, the district maintains a separate Instructional Materials Center.

30. /___/ The district cooperates in a Regional Instructional Materials Center.

31. /___/ The district employs an audio-visual director.

32. /___/ The district cooperates in a regional council of audio-visual directors.

Library

33. /___/ School libraries (k-6) are open beyond the normal school hours for pupils.

34. /___/ School libraries (7-12) are open beyond the normal school hours for pupils.

35. /___/ School libraries are open during evening hours for adult education or regular student use.

36. /___/ School libraries cooperate with public libraries to provide extensive holdings and to guard against duplication.

Pupil Personnel Services

37. /___/ The district organizes and/or conducts a pupil personnel services program. (If question 37 is answered with numbers 2-5, please respond to questions 37a through 37f.)

37a /___/ Attendance Workers

37b /___/ Guidance Counselors

37c /___/ Home and School Visitors

37d /___/ Occupational Information Services

37e /___/ Student Data Services

37f /___/ Testing Programs

38. /___/ The district cooperates with other districts in conducting a pupil personnel services program. (If question 38 is answered with numbers 2-5, please respond to questions 38a through 38f.)

- 38a /___/ Attendance Workers
- 38b /___/ Guidance Counselors
- 38c /___/ Home and School Visitors
- 38d /___/ Occupational Information Services
- 38e /___/ Student Data Services
- 38f /___/ Testing Programs

Scheduling

39. /___/ Elementary school classes are self-contained and graded.

40. /___/ Elementary school classes are self-contained but non-graded.

41. /___/ Elementary school classes are non-graded and variable in student and teacher assignment.

42. /___/ Junior High School or Middle School classes operate with block-scheduling.

43. /___/ Junior High School or Middle School classes operate with a modular schedule.

44. /___/ Junior High School or Middle School classes operate with a fixed schedule of 6 - 8 + periods per day.

45. /___/ Senior High School classes operate with a block-schedule.

46. /___/ Senior High School classes operate with a modular-schedule.

47. /___/ Senior High School classes operate with a fixed schedule of 6 - 8 + periods per day.

48. /___/ Special periods for classes or for studies are provided before, or after the regular school hours.

49. /___/ Students are scheduled by use of a computer.

Separate Administrative Unit Programs

50. /___/ The district uses a Junior High School or Middle School organization for its educational program and the program is departmentalized with separate subject area designations.

51. /___/ The district uses a Junior High School or Middle School organization for its educational program and the program is of the core-type with subject areas combined where needs and philosophy seem to dictate.

52. /___/ The school district provides a prekindergarten program (nursery school, head start, etc.)

53. /___/ The school district participates in planning and coordinating pre-kindergarten programs.

Special Education

54. /___/ The district program includes special education classes for the mentally handicapped.

55. /___/ The district program includes special education classes for the physically handicapped.

56. /___/ The district program includes special education classes for the emotionally disturbed.

57. /___/ The district cooperates with other districts to provide special education classes. (If question 57 is answered with numbers 2-5, please indicate the area.)

(check)_____mentally handicapped

_____physically handicapped

_____emotionally disturbed

Summer School

58. /___/ The district conducts a summer school program for all elementary grade levels (k-6).

59. /___/ The district conducts a summer school program for the Junior High and Senior High grade levels (7-12)

60. /___/ The summer school program is organized and conducted for students requiring remedial work.

61. /___/ The summer school program is organized and conducted for students desiring enrichment activities.

62. /___/ The summer school program is organized for students seeking credits which they may or may not obtain during the regular academic year.

Vocational-Technical Education

63. /___/ The school district provides a vocational-technical curriculum for its students. (If question 63 is answered with numbers 2-5, please list the areas.)

_____

_____

64. /___/ The school district cooperates in an area vocational-technical program for its students. (If question 64 is answered with numbers 2-5, please list the areas.)

_____

_____

65. /___/ The district provides a Distributive Education program.

66. /___/ The district provides Trade and Industry Education program.

67. /___/ The district provides a work-study program.

68. /___/ The district provides an occupation guidance program.

69. /___/ The district provides an occupational testing program.

70. /___/ The district provides a vocational agriculture program.

71. /___/ The district provides a vocational home economics program.

SECTION III

Instruction

72. /___/ Homogeneous grouping is practiced in the elementary grades.

73. /___/ Homogeneous grouping is practiced in the Junior High School grades.

74. /___/ Homogeneous grouping is practiced in the Senior High School grades.

75. /___/ Individualized scheduling is practiced in the elementary grades.

76. /___/ Individualized scheduling is practiced in the Junior High School grades.

77. /___/ Individualized scheduling is practiced in the Senior High School grades.

78. /___/ Team teaching is utilized in the grade school (k-6).

79. /___/ Team teaching is utilized in the Junior High School.

80. /___/ Team teaching is utilized in the Senior High School.

81. /___/ Provision is made for independent study in elementary schools (k-6).

82. /___/ Provision is made for independent study in secondary schools (7-12).

Instructional Practices

83. /___/ Field trips are scheduled as a regular activity in the elementary schools.

84. /___/ Field trips are scheduled as a regular activity in the secondary schools.

85. /___/ Departmentalized and/or general resource centers are used in the Junior High Schools.

86. /___/ Departmentalized and/or general resource centers are used in the elementary schools.

87. /___/ Departmentalized and/or general resource centers are used in the Senior High Schools.

88. /___/ Laboratories are used by students other than assigned class periods during school hours.

89. /___/ Laboratories are used by students after school hours.

90. /___/ Large group instruction is used in elementary schools (k-6).

91. /___/ Large group instruction is used in secondary schools (7-12).

92. /___/ Seminars (9-15 students) are used in elementary schools (k-6).

93. /___/ Seminars (9-15 students) are used in secondary schools (7-12).

94. /___/ District uses individually prescribed instruction.

95. /___/ District uses computer assisted instruction.

96. /___/ Simulated gaming techniques are used in the elementary schools (k-6).

97. /___/ Simulated gaming techniques are used in the secondary schools (7-12).

98. /___/ Learning resource centers are used as an integral part of the instructional program (k-6).

99. /___/ Learning resource centers are used as an integral part of the instructional program (7-12).

Material Resources (software-hardware)

100. /___/ Textbooks are the major source supplement for the curriculum (k-6).

101. /___/ Textbooks are the major source supplement for the curriculum (7-12).

102. /___/ Workbook materials are used as supplemental sources for the curriculum (k-6)

103. /___/ Workbook materials are used as supplemental sources for the curriculum (7-12).

104. /___/ Paper-type programmed materials are used as supplemental sources for the curriculum (k-6).

105. /___/ Paper-type programmed materials are used as supplemental sources for the curriculum (7-12).

106. /___/ Hardware materials are available in all elementary schools (k-6). (If question 106 is answered with numbers 2-5, please respond to 106a through 106k.)

106a /___/ Audio Recorders

106b /___/ Computer Facilities

106c /___/ Closed-Circuit TV

106d /___/ Dial-Access Equipment (audio only)

106e /___/ Dial-Access Equipment (video-tape)

106f /___/ Portable TV Equipment

106g /___/ Projectors (slide, motion picture, overhead)

106h /___/ Foreign Language Laboratories

106i /___/ Planetarium

106j /___/ Tele-Lecture

106k /___/ Electro-Writer

107. /___/ Hardware materials are available in all secondary schools (7-12). (If question 107 is answered with numbers 2-5, please respond to 107a through 107k.)

107a /___/ Audio Recorders

107b /___/ Computer Facilities

107c /___/ Closed-Circuit TV

107d /___/ Dial-Access Equipment (audio only)

107e /___/ Dial-Access Equipment (video-tape)

107f /___/ Portable TV Equipment

107g /___/ Projectors (slide, motion picture, overhead)

107h /___/ Foreign Language Laboratories

107i /___/ Planetarium

107j /___/ Tele-Lecture

107k /___/ Electro-Writer

Mobile Facilities

108. /___/ The district provides the following services in mobile facilities.

108a /___/ Alone

108b /___/ With Others

108c /___/ Libraries

108d /___/ Special Education Laboratories (specify)_____

108e /___/ Driver Training Simulators

108f /___/ Science Laboratories

108g /___/ Planetarium

Curriculum Materials and Programs

Respond to questions 109 through 113 for grades k-6.

109. /___/ District uses new language arts materials. (name)_____

110. /___/ District uses new mathematics materials. (name)_____

111. /___/ District uses new science materials. (name)_____

112. /___/ District uses new social studies materials. (name)_____

113. /___/ District uses new foreign language materials. (name)_____

Respond to questions 114 through 122 for grades 7-12.

114. /___/ District uses new English materials. (name)_____

115. /___/ District uses new foreign language materials. (name)_____

116. /___/ District uses new industrial arts materials. (name)_____

117. /___/ District uses new sex education materials. (name)_____

118. /___/ District uses new mathematics materials. (name)_____

119. /___/ District uses new religious literature materials. (name)_____

120. /___/ District uses new science materials. (name)_____

121. /___/ District uses new humanities materials. (name)_____

122. /___/ District uses new social studies materials. (name)_____

123. /___/ The school district is a member of a regional broadcasting council.

124. /___/ The school district is a member of a school study council or research council.

125. /___/ The school district is a member of a regional educational laboratory program.

126. /___/ The district permits secondary students to take correspondence courses for credit.

127. /___/ District provides special cultural enrichment programs for students

- 127a /___/ k-6
- 127b /___/ 7-12
- 127c /___/ Alone
- 127d /___/ With Other Districts

name areas_____ _____ _____

128. /___/ District provides an outdoor education program for students.

- 128a /___/ k-6
- 128b /___/ 7-12
- 128c /___/ Alone
- 128d /___/ With Other Districts

SECTION IV

Evaluation

Procedures for Curriculum Development, Implementation, and Evaluation

129. /___/ The district curriculum is examined annually to identify needed changes. (If question 129 is answered with numbers 2-5, please respond to questions 129a through 129d.)

- 129a /___/ Administrators
- 129b /___/ Teachers
- 129c /___/ School Board
- 129d /___/ Public

130. /___/ The district philosophy and stated objectives are incorporated in all curriculum revision attempts.

131. /___/ The district evaluates its curriculum in terms of both the scope and sequence of the program.

132. /___/ Curriculum development includes an analysis of student and community needs.

133. /___/ The community is actively involved in curriculum revision.

134. /___/ Staff members are provided the opportunity to prepare curriculum development plans.

135. /___/ The district makes provisions for staff members to work together on curriculum revision attempts within a grade level throughout the district.

136. /___/ The district makes provisions for staff members to work together on curriculum revision attempts among grade levels of their building.

137. /___/ Courses of study are available at all grade levels of the elementary school (k-6).

138. /___/ Courses of study are available at all grade levels of the secondary school (7-12).

139. /___/ The district plans and/or organizes in-service programs to improve instruction. (If question 139 is answered with numbers 2-5, please indicate the type of organizational arrangement.)

- 139a /___/ Clinics
- 139b /___/ Conferences
- 139c /___/ Field Trips
- 139d /___/ Institutes
- 139e /___/ Internships

139f /___/ Inter-visitations

139g /___/ Study Groups

139h /___/ Project Groups

139i /___/ Workshops

140. /___/ Outside consultants are utilized by the district for curriculum revision.

140a /___/ College or University Consultants

140b /___/ State Department of Instruction Consultants

140c /___/ Independent Consultant Firms

141. /___/ State or county in-service programs are used by the district in assisting its staff.

Continuing Professional Education Services

142. /___/ The district provides practice teaching stations for colleges and universities.

143. /___/ The district provides special orientation and in-service programs for its beginning teachers.

144. /___/ The district cooperates with colleges and universities to provide courses for teachers and administrators.

144a /___/ Alone

144b /___/ With Other Districts

144c /___/ Local Funds

144d /___/ Federal Funds

144e /___/ Student Pays Fees

145. /___/ The district provides staff in-service programs utilizing recognized authorities.

145a /___/ Alone

145b /___/ With Other Districts

145c /___/ Local Funds

145d /___/ Outside Funds

146. /___/ The district provides retraining programs in new fields of specialization for its staff.

146a /___/ Alone

146b /___/ With Other Districts

146c /___/ Local Funds

146d /___/ Outside Funds

147. /___/ The district seeks outside advice on up-to-date materials and procedures for improving the knowledge and skills of teachers and administrators.

- 147a /___/ Alone
- 147b /___/ With Other Districts
- 147c /___/ Local Funds
- 147d /___/ Outside Funds

148. /___/ The district provides the systematic evaluation of its programs and activities.

- 148a /___/ Alone
- 148b /___/ With Other Districts
- 148c /___/ Local Funds
- 148d /___/ Outside Funds
- 148e /___/ Local Evaluators
- 148f /___/ Outside Evaluators

Appendix 2

Detailed Explanation of Graphs

For each question in the curriculum questionnaire there were five possible responses:

1. Is not in use
2. Is planned for the future (within the next three years)
3. Is currently under study for use within a year
4. Is used in part as local needs dictate
5. Is used exclusively

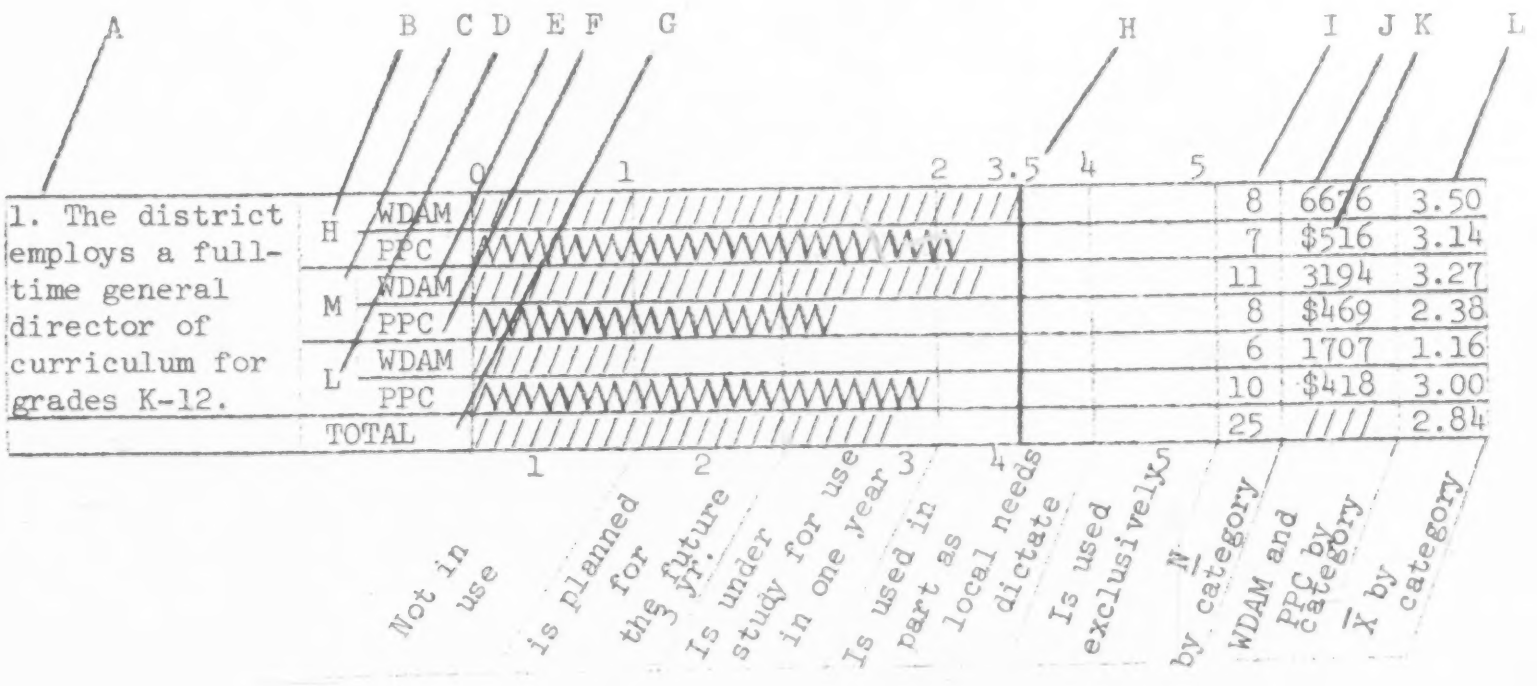
All twenty-five respondents were asked to respond once for each item.

In the analysis of the data two variables were used; per pupil cost and weighted average daily membership, to show the relationship of size and expenditure (two important considerations in regional cooperation) to curriculum. Thus the following were the categorical breakdowns.

	WDAM			P.P.C.	
High	6676	N = 8	High	$516	N = 7
Middle	3194	N = 11	Middle	$469	N = 8
Low	1707	N = 6	Low	$418	N = 10
Average	3931	N = 25	Average	$461	N = 25

The categories were devised on logical breaks in a frequency distribution and separate breakdowns were made for WDAM and P.P.C.

An example of the interpretation to be made for each question is as follows: from question number one (item 1 in the questionnaire)



A. The question asked of each respondent in all 25 school districts.

B. The high category of school districts for both weighted average daily membership and per pupil cost. WDAM = 8/25 PPC = 7/25

C. The middle category of school districts for both weighted average daily membership and per pupil cost. WDAM = 11/25 PPC = 8/25

D. The low category of school districts for both weighted average daily membership and per pupil cost. WDAM = 6/25 PPC = 7/25

E. The 25 school districts in Fayette, Greene and Washington counties were divided into three groups, high average daily membership group, middle average daily membership group, and low average daily membership group for comparison purposes to see if the variable of size exerted an influence on the response categories of the questions.

F. The 25 School districts in Fayette, Greene and Washington counties were divided into three groups, high expenditure group, middle expenditure group, and low expenditure group for comparison purposes to see if the variable of expenditure per pupil exerted an influence on the response categories of the questions.

G. In the total column all 25 school districts responses are averaged together on each question with no attempt made to discriminate a cause-effect relationship.

H. A line drawn to indicate the 3.5 mean response point on the bar graph. In the contextual material only those average responses that fall beyond the 3.5 line are discussed since they indicate adoption of a specific curriculum practice.

I. The total school districts in each category H, M, L for the variables WDAM and PPC.

J. The mean WDAM for the school districts in the categories H, M, L.

K. The mean PPC for the school districts in the categories H, M, L.

L. The mean response for the school districts in that category.

In this example the only variable that reached the 3.5 mean response line was the category of districts that were high in weighted average daily membership. Thus, size seems to be related to whether a school district employs a full time general director of curriculum for grades K-12. The category of low districts had markedly fewer responses indicating they employ such a person. The implication of these findings is that one way to make it feasible (WDAM) to employ such a person for small districts would be on a cooperative basis where smaller districts share a director, or on a regional basis where all personnel are pooled and all districts share that service regardless of size.